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UNIVERSITY OF ALBERTA

DISSATISFIERS OF RURAL TEACHERS IN ALBERTA

BY

BRIAN D. HORBAY ©

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Education.

IN

EDUCATIONAL ADMINISTRATION

DEPARTMENT OF POLICY STUDIES

Edmonton, Alberta
FALL, 1994

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Dissatisfiers of Rural Teachers in Alberta submitted by Brian D. Horbay in partial fulfillment of the requirements for the degree of Master of Education in Educational Administration.

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R. G. McIntosh

David G. Wangler

Date: Aug 24/94

This thesis is dedicated to my Baba,

Nettie Horbay

ABSTRACT

Various researchers have studied different aspects of rural schools. Research into the dissatisfiers of rural school teachers is either dated or foreign, with research in Canada being almost non-existent. The purpose of this study was to provide information on the dissatisfiers of rural teachers in Alberta.

Interviews conducted with three rural teachers allowed for initial awareness of the teaching situation in the rural setting and provided valuable information for the creation of the survey instrument. Questionnaires were distributed to one hundred and eighty rural teachers across the province, of which one hundred were returned. Ordinal and written responses were requested, allowing for personal input from the teachers. Responses were analyzed using both quantitative and qualitative methods and a combined approach was used in the reporting of the data.

Findings of the study indicated that rural teachers are satisfied overall with teaching in small, rural communities. However, the respondents did single out various community and instructional variable that they see as being dissatisfactory and in dire need of improvement. Dissatisfiers included availability and quality of instructional resources and preparation time, job security, distances to shopping and the university, academic standards of the community, and the availability of cultural opportunities and recreational facilities.

The research data revealed insights into the teachers' perceptions of their life in rural Alberta. From these insights conclusions were drawn and recommendations made to teachers, students and faculty of the universities, administrators, and various other stakeholders in the rural education system.

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Chapter 1

OVERVIEW OF THE STUDY

Introduction

The prospect of gaining employment as a teacher in a small rural school filled the graduate with a mixture of excitement, relief and dread. It was great to obtain a teaching job, especially at a time when the government's reducing funding to education was severely limiting the number of teaching jobs available. However, the thought of having to live and teach in a community with no theater, no supermarket, and a pasture across the street from the school, caused a great deal of apprehension. Many questions came to mind: Were all those stories about "hick towns" true? Was the school going to have the materials needed to teach the five grades and three subjects the superintendent had assigned to him? Was he going to be able to find a place to live? Why did the previous teacher leave this job, especially in times of economic hardship?

Myths, misconceptions and realities of teaching in a small rural school often lead to numerous questions and concerns that leave prospective teachers apprehensive of accepting placements in the rural community. Sher (1981) observed that teaching assignments in rural schools were used as "way stations where bright young educators had to put in their time before receiving choice assignments in the urban areas; as places for untrained teachers; or as dumping grounds for older teachers who had proved incompetent"(p. 3).

This process creates above average teacher turnover that approaches fifty percent every three years in the United States (Helge and Marrs, 1982). Brought about by teacher dissatisfaction with their teaching placement, this high teacher turnover rate "erodes the quality of education rural students receive" (Kleinfeld

and McDiarmid, 1986, p. 117). It is this "erosion of educational quality" that concerns the stakeholder in the rural educational system.

Haughey and Murphy (1983), in a study of rural teacher satisfaction in British Columbia, contended that economic conditions may limit teacher turnover as teachers stay in their positions because of a lack of job opportunities. It is possible that the quality of education in rural areas may decline as teachers remain frustrated and yet immobile. As the reduced educational funding and economic conditions in Alberta continue to resemble those found in the early 1980's in British Columbia, the number of vacant teaching positions dwindles. Administrators should not assume that this reduced movement of teachers is due to greater satisfaction and should take steps to assure the satisfaction of their teachers.

Teaching in a rural area has always posed diverse challenges, such as isolation, small town culture, and poor access to resources. The rural setting provides a demanding induction into the practice of teaching and yet at the same time offers a wanted reprieve for teachers who wish to escape the hardships of urban settings.

Purpose of the Study

In contrast to the amount of information found on teachers in small rural schools in the United States, *there is inadequate information about the sources of dissatisfactions of rural teachers in Alberta.* The purpose of this study is to contribute literature on the dissatisfiers of rural teachers in Alberta.

The following questions guide the study:

1. What are the specific factors that contribute to the satisfaction and dissatisfaction of rural teachers?
2. Are there specific demographic factors that are inherent to the dissatisfiers found among rural teachers?

3. Is there dissatisfaction with teaching in general or with the specific position held?
4. Are there possible solutions that will alleviate the dissatisfaction?

Significance of Study

The job of an educator has always had special implications in the rural community. Revered in some areas, frowned upon in others, expectations for the teacher always place more than responsibility for the communities' children on the shoulders of the teacher. Being a teacher in a small community is more than just teaching, and because of this the rural educator finds dissatisfaction in more areas than just the school and its immediate environment (Haughey and Murphy, 1983a).

Before decisions are made on the best ways to help the rural teachers in Alberta, it is necessary to determine sources of dissatisfaction of rural teachers. Knowing the dissatisfiers enables the creation of solutions and environments conducive to *voluntary* long-term retention. This research will assist teachers, administrators, and those in charge of the learning institutions that train the teachers, and the students in these institutions. Universities should provide information regarding the realities of teaching in a rural school to prospective teachers. The students will be able to better prepare themselves and the teacher dissatisfaction and turnover rate in rural areas may decrease.

With the current decrease in government funding for education, teachers in rural schools will become less mobile as the number of available teaching positions decreases. As well teacher graduates will be "forced to take positions in communities where they had no previous desire to be" (Anshutz, 1988, p. 15). Consequently teacher dissatisfaction will increase. Therefore a study into the sources of dissatisfactions of teachers in small rural communities will aid

administrators and other stakeholders of these schools in developing strategies for easing the dissatisfaction.

Definition of Terms

The following terms require explanation as there is no definite definition in the literature:

Rural teacher —teachers teaching in a community of less than 2500 people and outside a 75 kilometer radius from any center larger than 10,000.

Rural community —a community of less than 2500 people and outside a 75 kilometer radius from any center larger than 10000.

Dissatisfier —an item with a mean of 2.85 or less on the Likert-type scale in Section B of the questionnaire, and 35 or more teachers indicating that they were either "highly dissatisfied" or "slightly dissatisfied."

Satisfier —an item with a mean of 3.15 or greater on the Likert-type scale in Section B of the questionnaire, and 35 or more teachers indicating that they were either "highly satisfied" or "slightly satisfied."

Assumptions

Underlying the study were three major assumptions:

1. With the assurance of confidentiality, teachers would respond honestly and completely to the survey instrument.
2. There are dissatisfiers among rural teachers in Alberta. Many studies (e.g., Haughey and Murphy, 1983; Holdaway, 1978; Squires, 1992) suggest there is dissatisfaction among rural teachers about a number of factors.
3. Teachers in small rural communities best exemplify the "rural teacher" and should therefore become the basis for this study.

Delimitations and Limitations

This study is delimited to the teachers in Alberta communities of less than twenty-five hundred people, that are further than 75 kilometers from any center larger than ten thousand people, who responded to the survey.

One of the limitations of this study is that some of these rural areas may already be aware of many of the sources of dissatisfaction of their teachers. There efforts to correct these problems may affect the responses of the teachers. Another limitation is the possibility that teachers may speculate about the purpose of the research and answer accordingly. This "hypothesis guessing" may be due to the sensitive nature of some of the questions. Finally, the researcher is aware that in a time of reduced educational spending teacher dissatisfaction may be greater than at times of increased educational spending.

Organization of the Thesis

Chapter One has introduced the purpose and questions directing the study, the significance of the study, and the limitations and delimitations of the study. Chapter Two reviews the relevant literature that was available on the subject of teacher dissatisfaction in rural areas and on the reasons why research into this area is necessary. Chapter Three describes the design of the research and methodological process. Chapter Four presents an analysis of the information obtained from the returned surveys and breaks down this information into the sources of dissatisfaction and sources of satisfaction of the respondents. Chapter Five analyzes the information in terms of the different dissatisfiers of seven demographic groups. Finally, Chapter Six presents a comparison of the findings of this research with the information found in the literature review and offers recommendations to school administrators, graduates, universities, community leaders, parents and teachers.

Chapter 2

REVIEW OF THE AVAILABLE LITERATURE

The Small Rural School

This study investigates the lack of literature that exists on those aspects of living and teaching in rural Alberta that teachers find dissatisfying. Because of the variety of rural communities that exist, there is a need to provide a clear definition of *rural school* to be used in this research. The National Rural and Small Schools Consortium believes that the "ruralness" of a school may be defined by such diverse attributes as its environmental context, topographical or geographical location, population, or the community or district characteristics (NRSSC, 1986, p. 11). Gardener (1986) has found that "there is no one currently accepted definition of a small school"(p. 26), a problem that may be due to the fact that "the images conjured up by the word `rural' vary enormously from country to country (and often within countries as well)" (Sher, 1983, p. 257).

Rural communities vary enormously. Because of this, researchers studying rural communities have developed their own personal definitions. In a study completed in British Columbia on the job satisfaction of rural teachers, Cross, Bandy, and Gleadow (1980) defined the rural school by its student population and the distance the school was located from a larger center:

> A rural elementary school - an elementary school in British Columbia which has five or fewer classrooms and 100 or fewer pupils. It is located at least 30 miles from any community of 15,000 or more people.
>
> A rural secondary school - A British Columbia school with 300 or fewer pupils at the secondary level and located at least 30 miles from any community with 15,000 or more people. (p. 6)

Gardener (1986) also used population to categorize rural schools while Gjelten (1982) categorized rural schools based on the economic situation and population characteristics of the community in which the school is located.

The variation that exists in defining the rural community is necessary in a study of the sources of dissatisfactions of rural teachers. The level and types of dissatisfaction are dependent on many factors including the size of the community, economic variants or geographic location. Sparkes and McIntire (1988), in their study of principal job satisfaction in Newfoundland and Labrador, found that "principals of smaller schools in small communities reported significantly lower levels of satisfaction than did principals of large schools in large communities" (p. 12). Consequently, for the purpose of this research study, small rural schools are defined as *those schools that are located in communities with a population of less than twenty-five hundred and located further than seventy-five kilometers from any center larger than ten thousand.*

The Need to Study Rural Schools

Sher (1981) explained the importance of continued research on rural communities and schools in describing what happened when the plight of the rural community was ignored in the past:

> Far too many schools were allowed to fall into disrepair, and their material resources became more and more meager, rural oriented curricula became the exception rather than the rule...[and] perceptions of and attitudes toward country schools took a negative turn. (p. 3)

Sher (1981) went on to explain what effect these negative factors had on the recruitment of teachers to rural areas. Teachers tended to "view their rural placements with disdain; they were seen as way stations where bright young

educators had to put in their time before receiving choice assignments in the urban areas" (p. 3).

Another reason for this study into dissatisfiers of rural Alberta teachers was provided by Haughey and Murphy (1983). They contended that economic conditions may limit teacher turnover, as teachers stay in their positions because of a lack of job opportunities; it is possible that the quality of education in rural areas may decline as teachers remain frustrated, and yet immobile.

The economic conditions that existed in British Columbia at the time of the Haughey and Murphy (1983) study exist now in Alberta. As the Alberta government reduces funding to education, the number of teaching jobs is decreasing. It is hoped that this study will initiate further research to provide solutions for those dissatisfiers of teachers in the small rural school.

I do not wish to create the perception that rural educators are generally dissatisfied with their teaching placements. Amodeo (1982), Holdaway (1978), Miller (1989), Harris (1989), and others have contended that the majority of teachers who teach in the small rural school are overall satisfied with their jobs. However, some sources of dissatisfactions found in the small rural community and school are not found elsewhere, and these dissatisfiers contribute to teacher turnover in the rural school.

Teacher Turnover

Helge and Marrs (1981) found that teacher turnover in the small rural schools was a serious problem, with some areas of the United States having an annual teacher turnover rate of 30-50% in their rural schools. They concluded that this high degree of teacher turnover had "serious ramifications for personal development and program stability" (p. 2).

As teachers become dissatisfied with different aspects of the community in which they teach, they leave the school, a move that has serious repercussions for administration, remaining teachers, the community, and the education of the students. In a study of second-year teachers in rural Australia, Squires (1992) found that the effect of a high teacher turnover rate on a rural school is far reaching. "The school's educational program is ...likely to be adversely affected if the rate of teacher turnover is high...Of greatest importance are the effects on the pupils...[as the] teachers' unwillingness to stay in a community's school may be interpreted as rejection" (p. 138).

Cross, Gleadow, and Bandy (1980) found that if teachers had experienced a rural setting previously, they were more likely to settle in to the rural school and be content, decreasing the likelihood of teacher turnover. However, some discouraging statistics from Haughey and Murphy (1983) show that regardless of how a teacher feels about the rural placement, twenty percent of teachers going to rural schools intend to change their place of employment.

Dissatisfiers of Rural Teachers

A review of the literature indicates that much of the information on the sources of dissatisfactions of rural teachers is American. The research also indicates that dissatisfiers in one location may differ from those in another, some teachers may find some things dissatisfying that others find satisfying, and there may even be a difference between the genders.

In a study conducted in Western Australia on the reasons why rural teachers leave their positions, Bruce and Cacioppe (1989) found men more dissatisfied than women with their positions, especially in the 41-50 age range. More men than women see lack of job security, "legalization" of extra curricular duties, and the lack of familiarity with administration as sources of dissatisfaction in the rural

community. The idea that there is a gender difference is also echoed by Rottier, Kelly, and Tomhave (1983) and Squires (1992) who states that "females were more satisfied than males" (p. 136).

Problems that exist in some rural areas are absent in others. Lemke (1989) found that sources of dissatisfactions "in other regions of the United States are not being experienced in Southern California... [and]...attrition due to teachers leaving the profession is not a serious problem" (p. 8). Lemke suggests that this may be due to the recent growth in population and relatively good working conditions. The reasons for this reduced teacher turnover should be studied further. This view that some of the sources of dissatisfaction that exist in parts of America may not be present in others provides further justification for this study on teachers in rural Alberta.

Research on rural schools in Canada is scarce (Haughey & Murphy, 1983), with research on sources of dissatisfactions of teachers being almost non-existent. Most of the information available on the satisfaction and dissatisfaction of rural teachers or principals in Alberta is quite dated (e.g., Wickstrom, 1973; Hewitson, 1975; Holdaway, 1978; Sullivan, 1971). Moreover, recent information tends to cover the topic of principals' dissatisfiers rather than teachers' sources of dissatisfactions
(e.g., Chrysanthou, 1992).

Classes of Dissatisfiers

Haughey and Murphy (1983) have divided teacher dissatisfiers into five broad categories: professional, instructional, community, administrative, and student. Because of the breadth of these categories, they will be used to compile the sources of dissatisfactions found in the review of the literature.

Professional

This category deals with those aspects of a teacher's life that concern the acquisition of ideas that will improve their teaching, such as the development of professional relationships amongst their colleagues. In a study of teacher morale conducted in small school districts of North Dakota, Brunson (1976) found that there is a correlation between the degree of professional development available to a teacher and his or her morale: "The level of rapport with the principal...appears to have the highest degree of correlation with the extent of involvement in professional activities" (p. 43). Luft (1992) also identifies inadequate staff development programs as a reason for teacher dissatisfaction.

Squires (1992) found that the most important variable affecting teacher dissatisfaction was the professional and personal relationship developed with other staff members and the community as a whole. "The central source of teacher satisfaction was found to lie in the human relationships formed at the workplace. It is the personal and local that matters most" (p. 134). Lewis and Edington (1983) found "high levels of satisfaction over class size, relations with students, and relations with other teachers" (p. 5) as some of the more significant reasons to stay in the community.

Instructional

This category involves those factors that have a direct impact on classroom instruction (e.g., resources, number of classes taught, grade levels taught), as well as those activities that remove the teacher from the classroom (e.g., supervision, extracurricular duties). In a study conducted on the instructional and non-instructional duties of rural teachers in Montana, Gardener (1986) found that "inadequate facilities [were] the number one difficulty hindering the effectiveness of the teachers" (p. 38), with the second most common disadvantage being the number

of preparations and grade levels taught by each teacher. Further, sixty percent of teachers in very small schools reported that they were required to teach between 11 and 15 subjects, while in the small schools this percentage dropped to 17.4% (p. 83). As the school size increased, the number of non-instructional duties dropped off. Massey and Crosby (1983) concur, citing the amount and variety of classes that the teacher in the rural school has to teach as one of the largest sources of dissatisfaction.

In a study on teacher success and acceptance in the rural setting conducted in schools in the County of Barrhead (located in north-central Alberta), Miller (1989) found that all of his teachers interviewed said that teaching goes beyond the 9 to 5 work. The extracurricular involvement is an integral part of living in a rural community, as "rural areas...cannot afford to bring in people from the outside to coordinate ...activities".

Community

It is not surprising that most of the sources of dissatisfactions are grounded in aspects of community living rather than in the school. This section deals with those aspects of living in a small rural community (e.g., cost of living, social possibilities, privacy).

Cross, Bandy, and Gleadow (1980) found that the reasons most teachers leave a rural setting is not the teaching situation but community, personal, and social factors. Haughey and Murphy (1983b) have stated that two of the factors, a continued feeling of isolation and the difference in the community values and their own, is "one of the principal factors which influenced the desire to leave...teachers must feel a belonging to the community in which they reside if they are going to stay" (p. 5).

In a study of the differences in governance between urban and rural schools, Lomotey and Swanson (1989) found that "rural schools are characterized not only by a strong sense of community within the school itself, but also by a sense of being a part of a larger community and an extension of the family" (p. 441). Many teachers find that this "extended family" infringes on their privacy, as everything they do becomes open to public scrutiny (McCracken and Miller, 1988). Stone (1990) believes that it is this notion of an extended family that drives many new teachers away. "New teachers often feel that their lives are too closely scrutinized, particularly if their values, lifestyles, or cultural backgrounds differ from community norms" (p. 1). However, Massey and Crosby (1983) have found that with this lack of privacy comes a certain closeness within the community. They see it as one of the greatest advantages to teaching in the rural community because it allows the teachers a greater opportunity to become involved with the community.

Ciscell (1989) conducted a study involving 259 undergraduates and 139 graduate students, who were tenured rural teachers, at a large mid-western university in the United States. Ciscell found of those tenured teachers who grew up in an urban setting, only 3% saw the rural school as a preferred teaching placement. Ciscell found that one of the reasons why rural teachers see many aspects of the rural community as dissatisfying is that many of the teachers are transplanted from the city to the rural community. More importantly, they are not prepared for what they find because they did not want to teach in a rural area and therefore did not prepare themselves.

Anshutz (1988) found that graduates may have no choice but to teach in a rural area and, even though they may be pleased with the work situation, the "community cannot provide the minimal acceptable level of social and cultural gratification" (p. 15). New graduates going into the rural community do so to obtain a job. They would rather teach in the city and when a job becomes available

they move to the city. Consequently, "rural areas [become] the training ground for the cities, and rural programs continually lose the best of their new teachers" (Guerin and Roberts, 1987, p. 31).

Another aspect of the rural community that may be dissatisfying is the isolation teachers feel if they are not accepted in the community. Squires (1992) found that acceptance by the community was very important and if relations with the community are poor they are the number one reason why an individual would leave a rural area. Stone (1990) found that "the most common reason rural teachers leave is isolation -- social, cultural, geographic, and professional" (p. 2).

Miller (1989) believes that to be accepted it is important that a teacher live in the community. By living outside the community and commuting or leaving the community on weekends, teachers leave the impression that they are not ready or willing to become part of the community. Leaving this impression with community members limits their acceptance into the community which in turn increases their isolation and motivates them to continue to seek social relationships outside the community. However, Miller also notes that this acceptance is a "give and take relationship" (p. 61) where the community has to accept the values that new teachers bring into the community. Helge and Marrs (1981), found that the teachers who find rural teaching satisfactory have goals, mores, expectations and lifestyles that are similar to those of persons who have lived in the rural community for a long time.

In a study which explored the reasons for the high level of teacher turnover found in small districts in New Mexico, Lewis and Edington (1983) found support for the notion that "those who teach in rural areas and intend to stay in one place have roots in the area or in rural life" (p. 5). They recommended that recruiters reduce turnover rates by recruiting teachers with positive community ties and a wish to stay in the area. Lewis and Edington suggest that questions of this nature

be asked of teachers during the interview process. Ciscell (1989) agrees that people who were raised in a small rural community are more likely to be satisfied teaching in one than individuals raised in larger centers. However, Miller (1989) found that "there is no direct relationship between prior exposure to rural settings and teaching success" (p. 81), but feels that teachers with this experience have a slight advantage in that they will have less trouble adjusting to a rural setting.

Other dissatisfiers include availability of medical care, distance to shopping, and the academic standards of the community — all found by Lewis and Edington (1983). Lack of community resources, availability of quality housing, isolation from friends and family, and a general lack of support from the community for high academic standards are other reasons for dissatisfaction (Helge & Marrs, 1981; Harris, 1988; Nachtigal, 1982; Williams and Cross, 1989).

Administrative

The level of administrative support a teacher receives is an important aspect of the level of satisfaction of that teacher. The degree of professional competence, the personal relationships with the staff, and degree of support offered by an administrator for teacher decisions all contribute to the job satisfaction of the rural teacher. Hewitson (1975) conducted a study of the professional satisfaction of beginning teachers in Alberta and found that "rapport with the principal is an extremely important element in the career satisfaction experienced" (p. 158). As it is most likely that the rural area will be the placement of most beginning teachers, administrators in rural areas must be aware of the importance of a positive relationship with their staff.

According to Bruce and Cacioppe (1989), competence of the principal in performing administrative duties also contributes to teacher satisfaction. They found that the major factor that caused teachers to leave was the lack of competence

of the principal. "The lack of managerial skills and administrative ability, particularly in involving teachers in decisions and in giving teachers help in handling classroom discipline problems, are major factors that lead to teacher resignations" (p. 76). Horn (1985) also noted the importance of administrative support for the classroom decisions of teacher. Administrators must be accessible, support teacher decisions when dealing with student, allow input on budget matters, be receptive to problems, and provide for equitable distribution of extra duty assignments.

Students

The attitudes of the students towards their learning and toward their teachers are important factors in determining whether a teacher is satisfied or wants to leave. Haughey and Murphy (1983) found that good attitude among students was one of the most important reasons for teachers staying in a rural community. Kleinfeld and McDiarmid (1986), in their study of rural teachers in Alaska, found that teachers were most satisfied with their relationships with the students. Miller (1989) stated that "teacher recognition, support, and enjoyment with rural students were given as some of the areas contributing to personal teacher satisfaction" (p. 81).

However, research has also found that student behavior contributes to teacher dissatisfaction. Rottier, Kelly, and Tomhave (1983) and Bruce and Cacioppe (1989), list "students" as one of seven key reasons why teachers resign. Important areas of student behavior affecting teacher dissatisfaction include attitude toward homework, discipline, and student motivation (p. 71). It appears that while teachers may be satisfied with student relationships, they are less satisfied with student behavior and attitudes toward learning.

Solutions Offered in the Literature

Many researcher have advice for teachers going to rural areas, for what the universities can do to better prepare graduates for the realities of the rural school, and for the administrators of small rural schools when they hire teachers.

Advice to University Students

In addressing the question of whether graduating teachers who grew up in an urban setting could be educated and trained to meet the needs of the rural community, Williams and Cross (1985) reviewed a field experience program set up in British Columbia to train teachers for teaching in rural Canada. The program established the following traits as necessary for teachers in the small rural community:

- sense of humor
- tact
- diplomacy
- flexibility
- community involvement
- adaptability
- rural orientation
- resourceful
- emotional maturity

Luft (1992) found that "...doing internships in those (rural) schools, having a teaching major and minor... and by taking course work which prepares them to work with student extracurricular areas" (p. 23) are all ways in which students can better prepare themselves for teaching in the rural school.

Advice to Universities

There is evidence that trainers of teachers are becoming increasingly aware of the need to better prepare students for the rigors of rural life. Charles (1969) found that 97.4% of the teachers studied felt that their teacher preparation had not prepared them to teach in rural schools. Almost twenty years later, in a study of 289

rural teachers, Anshutz (1988) found that 34% report that their professional training was "inadequate for preparation for the isolated rural environment" (p. 14). Squires (1992) found that "those who felt well prepared by their teacher education had higher satisfaction than those who felt poorly prepared" (p. 136). Squires suggests that "a course as part of teacher education on the particular demands of (rural areas) is likely to be beneficial" (p. 141).

A study conducted by Alberta Education of staffing requirements in Alberta (Alberta Education, 1990) found that more teachers were needed in the rural communities of the north, university preparation programs designed for the future rural teacher were necessary, and more student practicum placements in rural schools were required.

The only way to prepare oneself for the small community is to live there. Therefore, if the student did not grow up in a rural community the next best thing is to do the practicum in one. Haughey and Murphy (1983), in offering some reasoning for placing students in rural schools, stated that as the urban jobs decrease there will be a greater flow of teachers to rural areas. Consequently, regardless of where graduates may *want* to teach, it is likely that the graduates will go to the rural community.

Massey and Crosby (1983) have offered a number of suggestions to teacher training programs to better improve the graduate's ability to teach in the rural classroom:

- Increase the number of content areas in which prospective teachers are prepared to teach.
- Prepare prospective teachers to work with a broader age range.
- Help teachers learn to integrate the curriculum (thematic throughout subject areas).

To aid in the school and community relations field:

- Teacher training programs should help prospective teachers understand the roles of the community in schooling.
- Teacher training programs should enable prospective teachers to experience the close relationship that exists between a rural community and its school.

Advice to School Districts

Haughey and Murphy (1983) suggested that school districts should concentrate more effort on their hiring practices and supply prospective teachers with more information about the district in order to keep their teachers satisfied and achieve a low rate of teacher turnover. Anshutz (1988) found that schools must recruit teachers who "can best come and enjoy the rural community environment" (p. 15) and concluded that in a small community, liking the community is a large part of teacher satisfaction.

Luft (1992) found that recruiting people with lifestyles, interests, and attitudes that are inconsistent with the cultural norms will likely cause them to be dissatisfied with their jobs (p. 20). Squires (1992) recommended that school and community orientation be provided and has suggested that it is important that an induction program be initiated to help in aiding teachers' integration into the community.

Summary

Literature presented in this chapter offered an overview of the available literature that deals with teacher dissatisfaction in rural schools. However, much of this available information is inadequate. First, many of the studies that formed the

basis for the literature were performed outside Canada. Studies were conducted in the rural United States and Australia and often cannot be generalized due to the unique characteristics of each rural area. Furthermore, many of these studies concentrate on the retention of teachers and the reasons why retention of teachers in rural schools is a problem, rather than specifically with the factors that contribute to teacher dissatisfaction. Sources of dissatisfactions of teachers that *do not leave* their schools need to be examined.

Second, studies that have been conducted on teacher dissatisfaction in Canada are dated and rare. The most recent study that dealt specifically with this topic was conducted by Haughey and Murphy (1983) in rural British Columbia. Studies that look at the dissatisfiers of rural teachers in Alberta are virtually non-existent. Studies of dissatisfaction conducted in Alberta have not specifically dealt with teacher dissatisfaction, but rather principal dissatisfaction (e.g., Chrysanthou, 1992; Gunn, 1984), or teacher acceptance (e.g., Miller, 1989).

The importance in study of teacher dissatisfaction in rural Alberta increases as the reduction of government funding for education in Alberta continues. This study will help to fill the void in the literature pertaining to this subject. More specifically, it will provide information that will assist the universities with teacher preparation, prospective rural teachers with the knowledge of what to expect in the small rural community, and rural school administrators with information on why their teachers may be dissatisfied.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this study is to contribute literature on the dissatisfiers of rural teachers in Alberta. The plan for this study proceeded in stages. This chapter presents the following information:

1. An overview of the research design adopted.
2. An explanation of the preliminary exploratory study conducted through interviews with three rural teachers. Also presented is a description of construction of the questionnaire.
3. A description of the methods used to collect information from rural teachers.
4. Ethical considerations taken, and procedures for study approval are explained.
5. Finally, methods of data analysis are presented.

Overview of Research Design

The study is primarily descriptive in nature, using both qualitative and quantitative analysis methods. A review of the available literature and positive results from an exploratory study offer justification for the need for this study. A questionnaire, using both ordinal and written responses, was developed and distributed to one hundred and eighty school teachers in small rural communities around Alberta.

Exploratory Study and Questionnaire Development

The preliminary exploratory study for this research consisted of three semi-structured interviews. The purpose of these interviews was to test the information gathered by the literature review, pilot possible questionnaire categories, finalize the

study setting and, gain new information. The development of the interview schedule paralleled the review of the available literature (Chapter 2). The development of the categories in the interview schedule (Appendix A) used information in Haughey and Murphy (1983) and the questions originated from a variety of sources.

The participants of this exploration were teachers presently employed by rural school boards. Availability, experience in various rural settings, and time constraints guided the selection of participants. Informed that their responses would remain confidential, the participants signed a consent form (Appendix B) that explained the purpose and structural nature of the study.

A systematic filing system used to code the transcripts identified key phrases, words, and sentences. These important sections were placed in categories under each question, color-coded, and used to assist in the design of the questionnaire (Appendix D). The questionnaire was divided into three sections: demographic information, ordinal response, and written response. Section A requested demographic information from the respondents. This information assisted in determining whether there were certain demographic groups of teachers that have more sources of dissatisfactions than other groups (Chapter 5).

Section B contained 71 questions under six categories. Respondents indicated their responses using a Likert-type ordinal scale ranging from 1 (highly dissatisfied) to 5 (highly satisfied). Responses in this section assisted in the definition of the dissatisfiers and satisfiers of the total group of respondents, as well as various specific demographic groups. The interviews added the category of *Personal* to the questionnaire while the remaining five categories found in Haughey and Murphy (1983) remained constant. Questions filling these six categories came from a variety of literature sources (e.g., Holdaway, 1978; Haughey and Murphy, 1983) and interview responses.

New information and reinforcement of major concepts by the interviewees justified the addition of the five short-answer questions in Section C. Two of these questions asked the respondents about their tenure of rural teaching and their desire to continue in the teaching profession, two questions asked respondents to describe the unsatisfactory and satisfactory features of teaching in a rural community, and one question demanded information on the success of their teacher training programs. The questionnaire, limited to six pages, had a time of completion estimated at 20 minutes.

Teachers enrolled in the Educational Administration graduate program at the University of Alberta piloted the questionnaire to determine its face validity. These teachers evaluated the instructions, questions, items and format for clarity, understanding, appropriateness and completeness. Suggestions from this group of teachers resulted in minor changes to the questionnaire. The research advisor for this project granted final approval of the questionnaire.

Data Collection

This research studied teachers in small rural communities. Gardener (1986) expressed the belief that "there is no one currently accepted definition of a small rural school" (p. 26). Consequently, information obtained in the interviews as well as examples of definitions found in the literature assisted in the creation of a definition. For this study, rural schools are defined as *any school in a community with a population of less than 2500, and farther than 75 kilometers from any community larger than 10,000 people.*

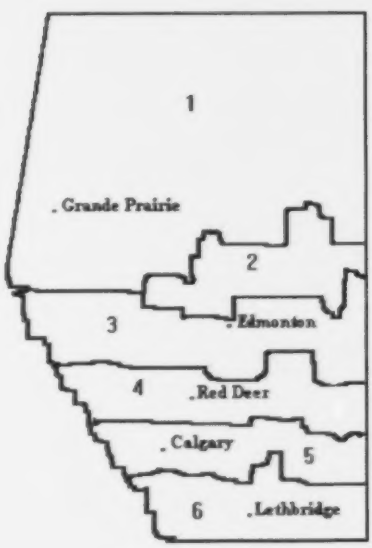
A study of census information and maps of Alberta located communities that fit the criteria; these communities were then separated by zone (Figure 3.1). At this point the Alberta Teachers' Association (ATA) was asked for assistance in distributing the questionnaire to a stratified sample. Each of the one hundred and

eighty packages to be sent out consisted of a questionnaire, return envelope, and an information letter (Appendix C).

Due to computer limitations and the confidentiality of ATA membership lists, the ATA refused to provide specific information on the teachers at these schools. However, recognizing the need to address questionnaires to specific teachers, the ATA offered to send the questionnaires to their teacher representative in the schools serving the communities on the list. Time constraints, making other possible methods impractical, dictated acceptance of this offer. The ATA randomly selected thirty communities within each zone and sent a survey to their school representative. The researcher had no knowledge of the specific destination of each questionnaire.

Figure 3.1

Zoning of Alberta



Ethical Considerations

This research used both interviews and questionnaires, making the ethical considerations numerous. An information letter explaining the reasons for the research, assured the interviewee of confidentiality and informed the participant of the opportunity to withdraw at any time. Each participant read the letter and offered informed consent by signing the attached consent form.

The majority of information collected for this research was through the questionnaire. Each questionnaire package contained an information letter that explained the purpose of the research and assured the participants of confidentiality. This letter explained the role of the Alberta Teachers' Association and informed the teachers that the numbers on the questionnaire were for analysis only. The ATA distributed the packages at random.

Application for approval of this study was made to the Ethics Review Committee of the Department of Educational Administration on February 15, 1994, and approval was granted on February 22, 1994.

Data Analysis

Most of the questionnaire responses suited quantitative analysis using the Statistical Package for Social Sciences (SPSS-X). Frequency and percentage frequency distributions were calculated for all the variables. A demographic profile of the respondents was created using the distributions from information in Section A. Mean ratings of dissatisfaction, standard deviations, and rankings were calculated for the 71 variables in Section B. These calculations, along with frequency distributions, determined the satisfiers and dissatisfiers of the respondents. Moreover, *t*-tests (at the .05 level) were performed to assess the statistical significance of differences occurring between specific demographic groups of respondents.

The key phrases in each of the five questions in the written response section were transcribed and then color-coded according to the six categories in Section B. Many of the written responses provided support for the ordinal responses. Answers to questions 1 and 2 in Section C were also used to form a demographic group (compared in Chapter 5). Answers to question 3 served to enhance the demographic picture of the respondents.

Summary

This chapter reviewed the research methodology and design relating to a study designed to investigate the sources of dissatisfactions o f teachers in rural Alberta. Semi-structured interviews were used to explore the feasibility of a large quantitative study conducted by questionnaire. Data collection methods included both ordinal and written techniques. Data analysis was both quantitative (SPSS-X program) and qualitative (color-coding). The next chapter presents a detailed analysis of the information.

Chapter 4

QUESTIONNAIRE RESULTS

Introduction

This chapter presents findings from the questionnaire distributed to Alberta rural school teachers. One hundred and eighty teachers received this survey; one hundred teachers responded, for a return rate of 56%. A superintendent who received a survey returned it uncompleted as he did not have any teaching duties. The fact that the survey was mailed in the middle of the second term of school, and close to Easter vacation, may account for the moderate return rate.

The information from this questionnaire is presented in four sections: demographics of the respondents, dissatisfiers, satisfiers, and cross-tabulations of certain demographics and significant dissatisfiers. A complete rank list of the 71 variables is found in Appendix E, and a complete list of the responses to these variables is found in Appendix F.

Demographics of the Respondents

Personal Information

Gender

The ratio of females to males was approximately 6 to 4: 39 were male, 60 were female, and one respondent failed to provide gender information.

Age

Twenty-five percent of the respondents fell into the 41-45 age bracket while 27% were older than 45 and 48% were younger than 41 years. Only one teacher

responded that her age was in the 61-65 age bracket while 10% reported to be 21-25 years.

Marital and Family Status

Forty-nine of the 99 teachers who responded to this question reported being married and having children who depend on them while twenty-six reported that they were married and had no children. Fourteen were single with no children and two other teachers were single but had children. Two teachers responded that they were "other."

Table 4.0 lists the personal characteristics of the respondents.

Professional Information

Current Employment Status

Ninety-two of the respondents indicated they are employed full-time by their respective school boards while only eight of the respondents were part-time.

Years of Teaching Experience

Forty-five of the one hundred respondents had ten or fewer years of teacher experience. Four reported that they were in the first year; 20 reported 1-5 years; 21 reported 6-10 years; 19 reported 11-15 years; 14 reported 16-20 years; 12 reported 21-25 years; four reported 26-30 years; and 6 reported that they had been teaching for over 30 years.

Table 4.0

Personal Characteristics of Respondents

VARIABLE	FREQUENCY	PERCENTAGE
Gender		
Male	39	39.4%
Female	60	61.6%
Age		
21 - 25	11	11%
26 - 30	8	8%
31 - 35	14	14%
36 - 40	15	15%
41 - 45	25	25%
46 - 50	14	14%
51 - 55	9	9%
56 - 60	3	3%
61 - 65	1	1%
Marital/Family Status		
Married, no children	26	26.3%
Married, children	49	49.5%
Single, no children	14	14.1%
Single, children	8	8.1%
Other	2	2.0%

Years of Teaching Experience in Present School

Sixty-nine of the respondents reported that they had been at their current school for five years or less while 14 more said that they had been at their school for 6-10 years. Seven reported a tenure of 11-15 years; 6 reported 16-20 years; 2 had stayed 21-25 years; and 2 had been at their current teaching location for over 30 years.

Years of Teaching Experience in a Rural Community

Fifty-three of the teachers responded that they had taught in a rural community for ten years or less: 5 were in their first year; 24 reported 1-5 years; and another 24 reported 6-10. Nineteen teachers reported that they had been in rural schools for 11-15 years; 12 for 16-20; eight reported 21-25; two reported 26-30 and those same six who reported that they had taught for over 30 years had taught all their life in the rural community, two in their present school.

Origin of Teacher Training

Over half (54.6%) of the teachers who responded to the survey had gained their teacher training at the University of Alberta. Of the ninety-nine teachers who responded to this item, eleven had graduated from the University of Lethbridge, twelve from the University of Calgary and thirteen from a Canadian university other than those mentioned. Eight teachers acquired their training at other institutions.

The percentage of teachers who said that the university training had not prepared them adequately for teaching in a rural community was rather high. Over 60% from the University of Alberta, 50% from the University of Calgary, 46% from a Canadian university outside Alberta, 36% from the University of Lethbridge, and 88% of those trained outside Canada all replied that the universities could have done more to prepare them for teaching in the rural areas. Their suggestions included rural-oriented classes, greater opportunities for rural practicums, and a more generalized approach to teacher education rather than specialization.

Percent of Courses Taught Outside Area of Specialization

Over sixty percent of the teachers who responded reported that they did not teach anything in their area of specialization while 14% said they did not teach

anything outside their area of specialization. Of the 25% remaining, 2 teachers taught 90% outside their field of specialization; 3 reported to be teaching 50% outside; 14 teach between 20 and 25% outside; 6 teach only 10% outside; and the remaining 9 teachers taught a variety of other percentages outside their areas of specialization.

Number of Different Grades Taught

The average number of grades respondents reported taught was 5.5. Of the fifty-three different grade combinations reported, the most common were 1-9, 7-9 and 1-8.

Table 4.1 lists the professional characteristics of the respondents.

School Information

Number of Students Enrolled

Fifty-three of the teachers surveyed reported that their schools had 100 or fewer students enrolled; 35 had fifty or less; 10 had 51-75; and eight had 76-100. Of the other forty-seven, 17 were reported to have 101-150; 12 reportedly had 151-200; eight are reported to have 201-250; 4 teachers indicated their schools had 251-300; five reported 301-350; and one teacher reported that his school's enrollment was somewhere between 401 and 450 students.

Community Information

Number of People in the Community Taught

Eighty-three teachers reported that the communities they taught in had a population of 1000 people or less. Eight reported their community's population to be somewhere between 1001 and 1500; 1 reported a population between 1501 and 2000; 4 reported a population over 2501.

Table 4.1

Professional Characteristics of Respondents

VARIABLE	FREQUENCY	PERCENTAGE
Current Employment Status		
Part-time	8	8%
Full-time	92	92%
Years of Teaching Experience		
First Year	4	4%
1 to 5	20	20%
6 to 10	21	21%
11 to 15	19	19%
16 to 20	14	14%
21 to 25	12	12%
26 to 30	4	4%
Over 30	6	6%
Years of Teaching Experience in Current School		
First Year	14	14%
1 to 5	55	55%
6 to 10	14	14%
11 to 15	7	7%
16 to 20	6	6%
21 to 25	2	2%
Over 30	2	2%
Years of Teaching Experience in a Rural Community		
First Year	5	5%
1 to 5	24	24%
6 to 10	24	24%
11 to 15	19	19%
16 to 20	12	12%
21 to 25	8	8%
26 to 30	2	2%
Over 30	6	6%

Continued on next page

Table 4.1
(Continued)

VARIABLE	FREQUENCY	PERCENTAGE
Origin of Teacher Training		
U of Alberta	55	55%
U of Lethbridge	11	11%
U of Calgary	12	12%
Canadian University	13	13%
Other	8	8%
Percent of Courses Taught Outside Area of Specialization		
5% to 25%	23	27%
26% to 50%	6	6%
51% to 75%	3	3%
76% to 100%	54	63%

Number of People in the Community Respondents Grew Up In

Forty-one teachers reported that they had grown up in communities of a population of 2000 or less: 31 from communities under 1000 and 10 from communities with a population between 1001 and 2000. Seven teachers came from communities with a population between 2001 and 3000; five teachers from communities between 3001 and 4000; and 7 from communities between 4001 and 5000. The categories between 5001 and 10,000 were combined, with a total of 7 teachers coming from communities of that size. Thirty teachers reported that they had grown up in a city (communities over 10000) and three teachers did not respond to this question.

Table 4.2 lists the school and community characteristics reported by the respondents.

Table 4.2

School and Community
Characteristics Reported by the Respondents

VARIABLE	FREQUENCY	PERCENTAGE
Number of Students Enrolled		
50 or Fewer	35	35%
51 to 75	10	10%
76 to 100	8	8%
101 to 150	17	17%
151 to 200	12	12%
201 to 250	8	8%
251 to 300	4	4%
301 to 350	5	5%
401 to 450	1	1%
Number of People in the Community Teacher Was Raised		
Under 1000	31	32%
1001 to 2000	10	10.3%
2001 to 3000	7	7.2%
3001 to 4000	5	5.2%
4001 to 5000	7	7.2%
5001 to 6000	4	4.1%
6001 to 7000	1	1.0%
8001 to 9000	1	1.0%
9001 to 10000	1	1.0%
Over 10000	30	30.9%
Number of People in the Community Taught		
Under 500	72	73.5%
501 to 1000	11	11.2%
1001 to 1500	8	8.2%
1501 to 2000	1	1.0%
2501 to 3000	2	2.0%
3001 to 3500	1	1.0%
over 3500	3	3.0%

Dissatisfiers

Dissatisfier is characterized by all those items that have a mean of 2.85 or less on the scale and thirty-five or more respondents indicated that they were either 'highly dissatisfied' or 'slightly dissatisfied' with the item. Table 4.3 lists the nine items or characteristics of teaching in a rural community that the respondents found to be dissatisfying.

Table 4.3

Dissatisfiers of the Total Group of Respondents

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Quality of resources in school library	2.65	1.12	4th
Amount of preparation time	2.76	1.35	5th
Availability of library resources	2.76	1.21	5th
Professional			
Job security	2.83	1.26	8th
Community			
Distance to the university	2.14	1.01	1st
Distance to shopping	2.54	0.96	2nd
Availability of cultural opportunities	2.56	1.02	3rd
Availability of recreational facilities	2.76	1.08	5th
Academic standards of the community	2.85	1.00	9th

Instructional

Quality of Resources in the School Library

Forty-seven percent of the teachers indicated some level of dissatisfaction with the quality of resources in the school library. The percentage of those teachers taking a neutral stance was moderately high at 31%, while only 22% were satisfied

with the conditions of their library facilities. No specific reference to this item was made in Section C (written responses).

Amount of Preparation Time

"No prep time is sometimes my greatest problem" wrote one female elementary teacher who was teaching 9 grades. Of the 100 individuals who responded to this item, 47% expressed dissatisfaction. Those who responded positively comprised 31% of the respondents while 22% circled "3" (neutral) on the scale. Though the most frequently chosen response for this item was "slightly dissatisfied", only "Distance to the University" had more teachers reporting a high level of dissatisfaction.

Availability of Library Resources

With a mean of 2.76, dissatisfied teachers accounted for 43% of the responses to this item. For example, one high school teacher noted that "being away from resources - a well-stocked library" was a problem. Another elementary teacher expanded in her written response on her dissatisfaction with this item, noting that there "never seems to be enough funding...parents must fund raise to cover the costs of 'extras' i.e. library books which are considered the norm for urban areas". "Availability of library resources" ranked as the 6th highest source of dissatisfaction with only 9% of the teachers indicating a high degree of satisfaction and 17% reporting slight satisfaction. A total of 32% of the respondents remained neutral in their response.

Professional

Job Security

With the current funding reductions to the education program in Alberta, job security was a concern with most respondents, on both the ordinals and on the written response items. With a mean of 2.83, twenty teachers responded that they were "highly dissatisfied" and thirty-nine teachers reporting some other degree of dissatisfaction. With only nine teachers responding that they were highly satisfied, ninety teachers had some question about the security of their job. Those teacher who responded to the written response section also reported considerable dissatisfaction with job security.

In response to the question *Are you considering leaving the rural area you now teach in?* and the question *Are you considering leaving the teaching profession?*, Twenty-two teachers responded that they had some fear of losing their jobs. The educational funding cutbacks played a large part in their responses -- "may have no choice due to cutbacks" reflected the typical response. One elementary teacher with less than five years experience put it this way: "I am considering leaving my school because of the recent changes by government (concerning education). I will not have a job for the 1994-95 school year." A high school teacher, also with less than five years experience, asserted that he enjoyed working in the area "but cutbacks may close the school or cutback on staff...either way, I'm out of work."

Community

Distance to the University

Of all the respondents, over half (64%) were dissatisfied with the distance to a university, 26 teachers felt neutral about this feature of country teaching, and only 9 respondents reported any satisfaction at all with the distance they have to travel to a university.

Although this source of dissatisfaction had the lowest mean (2.14), very few teachers referred specifically to this distance in their written responses. One male junior high teacher expressed his dissatisfaction with living so far away from the university and his inability to further his studies as follows: "University credit courses are no longer offered in the country (evening credit).... U of C's distance courses aren't great via telephone." A male senior high teacher summed it up this way: "I would really like to take evening courses at the university but it's 2 and a half hours away." Another respondent phoned the researcher to express his dissatisfaction in this area and stated that many teachers wish to upgrade their education but the universities have not responded to this demand from teachers who are too far away to reach a university in the evenings.

Distance to Shopping

The percentage of respondents who noted dissatisfaction with the distance to adequate shopping facilities is high at 46%. With the mean at 2.54, there was not one teacher who was highly satisfied with this characteristic of teaching in a rural community. Those teachers that circled "3" (neutral) on the survey amounted to 37% while those who expressed any satisfaction at all made up 17 % of the respondents.

In the written response portion ten respondents quite forcefully expressed their displeasure with the distance to shopping facilities. "Driving to shop", "poor access to groceries", and "poor shopping" were typical responses. A female elementary teacher, talking about purchasing resources for the classroom, stated that "the distance ... to a major city to purchase/borrow these resources" was a significant dissatisfier.

Availability of Cultural Opportunities

The third most frequent source of dissatisfaction also related to the location and nature of the community. Over 43% of the respondents recognized this as a dissatisfier. Almost 38% of the respondents took a neutral position on this characteristic while 15% were slightly satisfied. With a mean of 2.56, only 2 teachers expressed a high degree of satisfaction with the cultural activities found in the community.

An elementary special education teacher reported that "the lack of cultural and educational stimulus" was a factor that contributed to his dissatisfaction with teaching in a rural area. Another special education teacher also reported this to be a problem but noted his belief that it "seems to be improving."

Availability of Recreational Facilities

The mean for this item was 2.76, and 40% of the teachers reported dissatisfaction with the recreational facilities available to them. A female elementary teacher made note of the lack of "cultural and recreational facilities" and a male junior high teacher indicated that his dissatisfaction was grounded in the fact that "there is no privacy...even when you go and play sports in the community there is no way to avoid parents...not enough variety in sports stuff." Those that remained neutral comprised 34% of the respondents while 25% reported satisfaction with the availability of recreational facilities.

Academic Standards of the Community

The most frequent response for this item was the neutral response; those who circled "3" comprised 39% of those teachers responding. However, those reporting slight dissatisfaction totaled 31%. Only 10% of the respondents reported some degree of satisfaction. One teacher mentioned that "there is less tradition of

education in the families in the community" and that this is a problem when it comes to explaining the importance of education to the students. A female teacher who teaches at a Hutterite colony noted her disapproval of the "attitude towards education after age 15 by Hutterite people."

Satisfiers

Satisfiers are defined as those items that have a mean of 3.15 or greater and at least 35 respondents who indicated that they are either "slightly satisfied" or "highly satisfied" with the item. Using the same parameters as those used to define disatisfiers, there were forty-nine items that could be considered to be satisfiers. The satisfiers are listed in Table 4.4.

Instructional

Freedom to Select Your Teaching Methods

A junior high teacher wrote that it is the "flexibility in teaching approaches" that gives her a great deal of satisfaction. Eighty-six of the teachers who responded to this survey expressed this sentiment, as this item was the greatest satisfier among 71 different characteristics of teaching in a rural community. A senior high teacher in her first year stated that "being the head of the department gives me a lot of freedom in how I teach."

With a mean of 4.39, 56 teachers reported a high level of satisfaction with the freedom that they had in their classrooms and another 31 indicated a lesser degree of satisfaction. Nine teachers remained neutral and only 4 teachers indicated some degree of dissatisfaction.

Table 4.4

Satisfiers of the Total Group of Respondents

SATISFIER	MEAN	SD.	RANK
Instructional			
Freedom to select your teaching methods	4.39	0.82	1st
Knowledge of the subject matter you teach	4.17	0.74	7th
Average class size you teach	4.15	0.99	9th
Your assignment to teach particular subject areas	3.89	0.97	13th
Your assignment to teach a particular grade level	3.87	1.02	14th
Teaching different grade levels	3.67	1.08	22nd
Number of different subjects you teach	3.67	1.10	22nd
Availability of qualified substitute teachers	3.65	1.29	24th
Physical conditions of your classroom	3.61	1.15	26th
Physical conditions of your school	3.56	1.17	29th
Quality/number of textbooks	3.38	1.13	36th
Professional			
Salary you receive	3.90	0.76	12th
Prospect of classroom teaching as a lifelong career	3.64	1.19	25th
Provisions for the use of personal days	3.38	1.04	36th
Financial assistance for P.D. conventions	3.26	1.16	45th
Amount of "politics" at your school	3.18	1.23	47th
Community			
Living in a rural community	4.17	0.98	7th
Parental support for your teaching decisions	3.60	1.04	27th
Expectations for you to participate in the community	3.59	0.84	28th
Cost of housing	3.56	1.05	29th
Availability of parents for consultation	3.52	1.13	32nd
Social relationships in the community	3.45	0.98	34th
Your community involvement	3.45	0.94	34th
Availability/quality of housing	3.45	1.27	34th
School-community relations	3.34	1.08	39th

Continued on next page

Table 4.4
(Continued)

SATISFIER	MEAN	SD.	RANK
Community (continued)			
Availability of community library	3.33	1.38	41st
Community support of school athletics	3.31	1.12	42nd
Size of the community	3.18	1.13	47th
Status of teachers in the community	3.17	1.07	49th
Administration			
Accessibility of the principal	4.30	1.05	3rd
Support of the principal for classroom management decisions	4.23	1.14	4th
Principal's expectations for you as a teacher	4.23	0.94	4th
Relationship with your principal	4.17	1.16	7th
Principal's methods for teacher evaluation	4.10	1.06	10th
Teacher participation in school decision-making	4.05	0.88	11th
Relationship with your superintendent	3.77	1.08	17th
Relationship with your school board	3.29	1.15	43rd
Students			
Your relationship with the students	4.35	0.67	2nd
Attitude of the students toward teachers	3.79	0.87	16th
General behavior of the students	3.75	0.96	18th
Student interest in school activities	3.68	0.91	20th
Attitude of the students towards learning	3.55	1.00	31st
Level of student achievement	3.35	0.93	38th
Ability level of the students	3.34	0.83	39th
Personal			
Sense of achievement as an educator	3.85	0.83	15th
Social relationships at work	3.73	1.01	19th
Amount of privacy	3.67	1.23	22nd
Recognition by others of your work	3.29	1.07	43rd
Availability of immediate family	3.18	1.48	47th

Knowledge of the Subject Matter You Teach

With only one respondent circling "3" on the scale, this item had the lowest number of "neutral" respondents. Forty-five teachers indicated that they were "slightly satisfied" while another 36 reported extreme satisfaction. Only 18 teachers indicated any dissatisfaction with their knowledge of the subject area taught. One explanation may be, as one teacher put it, "experience is probably the key rather than the actual training." Even though over 60% of the respondents indicated that they did not teach in their area of specialization, they were still happy with their knowledge of their subjects.

Average Class Size You Teach

The reason small class size was such a significant satisfier is explained by a male junior high teacher who wrote "smaller classes allow me to reach those students who have needs much better" and another teacher claimed small class size "promotes awareness of the student as an individual."

Only five teachers expressed dissatisfaction with the size of their classes, 48 teachers indicated a high degree of satisfaction, and 26 reported lesser degrees of satisfaction.

Your Assignment to Teach Particular Subject Areas

Even though 55% of the teachers taught outside their specialization, 67 teachers replied that they were happy with this aspect of their teaching assignment. Nine teachers reported some level of dissatisfaction with the subjects that they taught while 22 teachers (22.4%) did not commit themselves. No teacher commented on this item.

Assignment to Teach a Particular Grade Level

Sixty-nine percent of the respondents taught at least 50% of their classes outside their area of specialty. With this in mind, the fact that 66 teachers felt satisfied with this aspect of their teaching assignment was interesting. The ten teachers who expressed dissatisfaction and 22 teachers who reported in a neutral manner reduced the mean to 3.87. Reference to this item was not made in Section C of the survey.

Teaching Different Grade Levels

The average number of grade levels taught by the respondents was 5.5, with grade eight being the most common grade taught. Ranked 22nd, this is a moderate satisfier. Twenty-six teachers reported a high level of satisfaction, 29 indicated slight satisfaction, and another 29 responded in a neutral manner. What is noteworthy is that only 13 teachers expressed any degree of dissatisfaction, even with the high number of grade levels taught. There were no comments made by the respondents about this item on the survey.

Number of Different Subjects Taught

Only 13 teachers reported any dissatisfaction at all with this aspect of their teaching assignment. A total of 55 teachers expressed satisfaction while another 31 teachers circled "3" on the scale. However, on the written response section 43 teachers indicated that their university training had not prepared them to teach in a rural area; six of these teachers said that training as a generalist would have been beneficial. Furthermore, 29% suggested that "training as generalists" was the factor that prepared them for teaching in a rural setting.

Availability of Qualified Substitute Teachers

Thirty-three teachers responded that they were highly satisfied with the substitutes who were available in their area. Twenty-eight other teachers felt satisfied to a lesser degree and 18 teachers did not commit one way or the other. With a mean of 3.65 and a rank of 28th, only 21 teachers related some degree of dissatisfaction. Respondents failed to mention this satisfier in their written comments.

Physical Conditions of the Classroom

Although 40 teachers did not express any satisfaction with the physical conditions of their classrooms, those who did express satisfaction raised the mean to 3.61. Twenty-five respondents reported a high level of satisfaction while another 35 indicated a more moderate form of satisfaction. One elementary teacher made reference to her "pleasant classroom" when asked to comment on her satisfiers.

Physical Conditions of the School

Twenty-five teachers reported a large degree of satisfaction with the physical condition of their school and 30 others reported that they were simply "satisfied." Thirty-five teachers reported that they were neutral, 12 reported moderate dissatisfaction, and 6 teachers indicated a high level of dissatisfaction with the physical plant. No teacher mentioned the physical attributes of the school when asked to describe the satisfying features of rural teaching.

Quality and/or Number of Text Books

Twenty-five of the teachers who responded to the questionnaire expressed some degree of dissatisfaction with this item. Its 41st rank placed it amongst the low satisfiers, with a mean of 3.38. Twenty-one teachers were neutral, while 52 teachers

reported varying degrees of satisfaction. In the written response section many teachers noted their dissatisfaction with the lack or quality of resources. Twenty-five percent of those teachers who responded wrote "lack of resources" or a variation of this comment on the written response section of the survey.

Professional

Salary

This item ranked 12th among satisfiers. Only three written responses referred to salary. However, of all the items classified as "Professional", the highest degree of satisfaction was with salary received. Only one teacher expressed any dissatisfaction whatsoever. Twenty-three respondents felt "highly satisfied", 45 reported a moderate degree of satisfaction, and 31 teachers responded in a neutral manner.

Prospect of Classroom Teaching as a Lifelong Career

When asked about their future teaching careers, only twenty-five of the 98 respondents who addressed this question expressed a high degree of satisfaction. Thirty-six teachers reported a more moderate degree of satisfaction and 23 teachers failed to commit one way or another. Fourteen percent reported dissatisfaction with this item.

One of the questions in the written response section asked the teachers whether they were leaving the teaching profession within the next two years. Twenty-two of ninety-four teachers who responded to this question indicated that they were planning on leaving. Five teachers cited retirement as the reason, eleven indicated that government cutbacks may leave them no choice, and the remaining six had a variety of reasons -- including lack of community respect and burnout.

Provisions for the use of Personal Days

This item ranked in the lower half of the satisfiers. The most frequent response for this item was "3," with 36 teachers responding in this manner. Fourteen respondents were "highly satisfied" and 32 reported they were at a more moderate stage of satisfaction. Seventeen teachers expressed varying degrees of dissatisfaction with these provisions. No reference to this item was found in the written responses.

Financial Assistance for Professional Development Conventions

Ten teachers expressed a high degree of dissatisfaction with this item and a further 14 more reported a lesser degree of dissatisfaction. Twenty-seven teachers reported in a neutral fashion, 36 reported a slight degree of satisfaction and 12 teachers reported an even greater level of satisfaction with the financial support they received. Many dissatisfied teachers indicated that the lack of financial assistance was due to "government cutbacks."

Amount of "Politics" at the School

Teachers did not express a high degree of satisfaction with the amount of politics that they had to contend with at their schools. Only 18 teachers expressed high satisfaction and 21 other teachers demonstrated a more moderate degree of satisfaction. Thirty teachers expressed some degree of dissatisfaction, and 31 teachers circled "3" on the scale. One junior high teacher referred to the "amount of politics" as one of the reasons why he was leaving teaching.

Community

Living in a Rural Community

This item ranked 7th among the satisfiers, with a mean of 4.17. Seventy-two of the 94 teachers who responded to this item expressed some degree of satisfaction with living in a rural community. Five teachers reported some degree of dissatisfaction and another 17 reported in a neutral fashion.

The written response section contained many references to the satisfactory reasons of living in a rural setting.

Family reasons:

- Small town values...the opportunity country living gives children and families to learn and grow together.
- Nice place to raise my own children.
- It is the only place to raise your kids.

Security reasons:

- Quiet, peaceful, less crime.
- Slower pace...safer.

Personal reasons:

- I have always lived in a small community and understand the way a small community works. I enjoy small town life.
- I like the rural setting.
- I enjoy living in the country - Have done so all my life... .
- People know who you are.

Parental Support For Your Teaching Decisions

This item ranked as a moderate satisfier at 27th, sixteen teachers expressed a high degree of satisfaction, 45 reported moderate satisfaction and another 24 teachers expressed neither satisfaction nor dissatisfaction in the parental support they received. Only thirteen of the 98 teachers responding expressed dissatisfaction with the parental support they received, one of which wrote that "parents knowing more about teaching than teachers (or so they think)" is a problem at his school. "Good parental support" and "cooperation of parents and community" were mentioned by a number of teachers as they responded to this question.

Expectations for Teachers to Participate in the Community

This item ranked 28th as a satisfier. Only 2 teachers reported that they were "highly dissatisfied" and another 3 indicated a more moderate degree of dissatisfaction. Thirty-eight respondents indicated moderate satisfaction while another 12 reported a high degree of satisfaction with the expectations of the community, administration, and other teachers for their participation in the community. No teacher made reference to this item in the written response section of the questionnaire.

Cost of Housing

Nineteen of the 87 teachers (21.3%) expressed a high degree of satisfaction and another twenty-eight reported a lower degree of satisfaction. Thirteen teachers expressed some degree of dissatisfaction while another 29 responded in a neutral manner. No reference to this item was made in Section C of the survey.

Availability of Parents for Consultation

A senior high teacher mentioned "parents' general accessibility" as a very satisfactory feature of teaching in his area. Only fifteen teachers saw this item as causing any dissatisfaction. Nineteen teachers were extremely satisfied with the availability of the parent while another 36 expressed a lesser degree of satisfaction. Twenty-eight teachers failed to commit themselves.

Social Relationships in the Community

This item ranked 34th among satisfiers. Teachers reported a much lower satisfaction level with their relationships in the community than with those at work. Fifteen teachers expressed dissatisfaction, 35 responded in a neutral manner, 34 reported moderate satisfaction, and 14 others expressed a high degree of satisfaction with their social relationships.

The comments also exhibited a mixture of positive and negative feelings. Positive comments such as "rural setting is more personal...people take time to get to know one another" and "people are nicer" demonstrate the closeness some teachers feel to the people in their communities. However, negative comments like "it is difficult to socialize with this community," "not able to make many friends outside work," "the only friends I have are 2 other teachers on staff," and the need for "a social life beyond school" signaled a need to develop more positive personal relationships in the rural community.

Community Involvement of Teachers

The degree of satisfaction with community involvement was moderate. Only 10 teachers expressed a high degree of satisfaction, while another 40 indicated a lesser degree of satisfaction, 3 teachers expressed high dissatisfaction, 11 indicated that they were moderately dissatisfied, and another 32 responded in a neutral

fashion. "Being forced to attend board meetings" was the only comment made that pertained to this item.

Availability or Quality of Housing

Twenty-five of the 89 teachers (28%) who reported on this item indicated some degree of dissatisfaction with the housing situation in their area, twenty-three reported that they were "highly satisfied", 24 indicated a lesser degree of satisfaction, and 19 reported in a neutral manner. Reference to this item in Section C was through general comments -- "lack of resources in the community."

Relationship Between the School and Community

This was a low satisfier with a mean of 3.34. Twelve teachers reported that they were "highly satisfied" with relationships between the community and their school. Nineteen teachers reported some degree of dissatisfaction, 35 reported a moderate degree of satisfaction, and 31 responded in a neutral fashion. Comments included:

- One hundred and fifty percent backing for the teacher.
- Community members respect teachers.
- School is the center of the community.
- Community support and involvement.
- Close relationships between the teaching staff and the community.
- Teachers are not respected in the community.
- Negative views from the community towards teachers is really unsettling.
- Parents have no respect for education and therefore the kids don't.

Availability of Community Library

Ranked 41st with a mean of 3.33, this item is low on the list of satisfiers. Twenty-seven respondents indicated some degree of dissatisfaction with the availability of a library, twenty-four expressed a large degree of satisfaction with the availability of a community library, another 24 indicated a more moderate degree of satisfaction, and 20 others responded in a neutral way.

Community Support of School Athletics

With a mean of 3.31 this satisfier had a low ranking at 42nd. Community support of school athletics was the cause of moderate or high dissatisfaction for 20 teachers. Those respondents who were either moderately or highly satisfied totaled 42%. No specific reference to this item was made by respondents in writing.

Size of the Community

At 47th, the respondents ranked their satisfaction level with living in a rural community a great deal higher than their satisfaction with living in a *small* rural community. High levels of satisfaction were expressed by fifteen teachers (16%), another 20 expressed a more moderate form of satisfaction, 27 expressed either high or moderate dissatisfaction with the size of their community, and another 35 responded in a neutral manner.

There were not many written responses that pertained to community size and those comments that did appear were quite negative. For example, three teachers who had taught for some time in the rural setting expressed a desire to move to a larger center.

Status of Teachers in the Community

Ranked last among the satisfiers in 49th place, 26 teachers expressed varying degrees of dissatisfaction with their status in their community. Over 25% of the teachers indicated varying degrees of dissatisfaction with their status in the community. Comments such as "I'm tired of hearing that teachers make too much money for working too few hours," "community feelings against teachers is very high," and "no respect for teachers" exemplify this dissatisfaction.

Though this item was a satisfier it had a mean of only 3.17, as only 6 teachers reported high levels of satisfaction. Thirty-nine teachers reported moderate satisfaction with their status in the community and 27 teachers responded in a neutral fashion. Comments from satisfied teachers included "community members respect teachers," "respect for teachers," and "respect that the community displays toward teachers."

Administration

Fourteen teachers chose not to answer this section for various reasons. As well, thirty-five teachers reported that their schools had 50 or fewer students. Therefore, it is possible that many of the teachers who answered this portion of the questionnaire were principals of their schools or had principalship duties.

Accessibility of the Principal

This item ranked third among the satisfiers. Fifty-two of the 87 teachers responding to this item reported that they were highly satisfied with this aspect of their teaching position and another 18 expressed slight satisfaction. Only 6 teachers felt dissatisfied; 3 were "slightly dissatisfied" and another 3 were "highly dissatisfied."

None of the respondents' written comments pertained to this item.

Support of the Principal for Classroom Management Decisions

This item ranked fourth among 49 satisfiers. Fifty-one of the 87 teachers who responded to this item reported a high degree of satisfaction while those slightly satisfied totaled 17 teachers. Twelve respondents said that they felt neutral, 2 teachers reported mild dissatisfaction, and 5 respondents noted high dissatisfaction. No teachers expanded on this item in Section C of the survey.

Principal's Expectations for You as a Teacher

With only 4 teachers indicating any degree of dissatisfaction at all with their principal's expectations and 69 reporting varying degrees of satisfaction, this item gained 5th place on the ranking scale. Thirteen respondents failed to address this question; the remaining 13 reported in a neutral fashion. None of the written remarks referred to this item.

Relationship With Principal

Fifty of the 88 teachers responding to this item felt a high degree of satisfaction with their relationship with their principal. Sixteen teachers felt mildly satisfied, 13 were neutral, 5 were mildly dissatisfied, and 4 expressed a high degree of dissatisfaction with this relationship. Only one response in Section C dealt with the principal. A teacher who had taught for more than thirty years expressed dissatisfaction with the fact that "we have to put up with incompetent principals for long periods of time because they are not closely evaluated and remain even if their public relations with the community have been shot."

Principal's Methods of Teacher Evaluation

Over 26% of the 87 teachers who responded to item reported that they were not satisfied with the methods that their principal used to evaluate them. Three reported high dissatisfaction, another 3 indicated mild dissatisfaction, and 17 more circled "3" on the scale. Twenty-two teachers reported mild satisfaction and another 41 reported that they were very satisfied. None of the written responses referred to this item.

Teacher Participation in Decision-Making at the School

This item ranked 11th among satisfiers. Of the 96 teachers that responded to this item only 4 teachers expressed any dissatisfaction with this item. Seventy-three teachers reported some degree of satisfaction and another 19 reported in a neutral fashion. One teacher expressed it this way "in a well-run school one is part of a team approach to decision-making and problem-solving."

Relationship with the Superintendent

This item ranked 17th among satisfiers with a mean of 3.77. The degree of satisfaction with this item was spread evenly between highly satisfied, and moderately satisfied with 30 and 31 teachers respectively. Twelve teachers reported some degree of dissatisfaction while another 26 responded in a neutral fashion.

Responses on the written portion of the survey were as follows:

- Good administrative support...the superintendent and board know who you are.
- The Superintendent and others in Central office are not supportive of Colonies and the education of Hutterite children being separate from public education.

Relationship With the School Board

With a ranking of 43.5 and a mean of 3.29, the teachers who responded felt that this was a low satisfier. Of the 99 teachers who responded to this item, 23 expressed some dissatisfaction, and another 33 responded in a neutral manner, 27 reported moderate satisfaction, and 16 reported a high degree of satisfaction.

Responses found in Section C:

- Stress of trying to convince the Board that reduction of staff equals reduction of program equals further migration of families/students.
- Ignorant Board members - being told how to teach and/or make educational decisions by people who really don't care about the school or know anything about education.
- School Board unfairness.
- Little support.
- School Board, superintendent and central office staff have very little interaction with my school (Hutterite colony).

Students

Relationship With the Students

Ranked 2nd among the satisfiers, with a mean of 4.35, no teachers reported that they were highly dissatisfied, and only 1 teacher reported any dissatisfaction at all. Forty-four teachers reported a high level of satisfaction and 47 others were slightly less satisfied. Most teachers had an opinion on their relationships with their students as only eight teachers circled "3" on the scale.

Sixty-one percent of the teachers noted their pleasure with this aspect of their work in the written response section. Comments such as "student respect for teachers," "very personal and family-like," and "get to know the students" were

typical of the responses. One elementary teacher who had taught over 30 years at the same school put it this way:

> I've enjoyed getting to know and help 3 generations of some families. This gives an extra boost to knowing values and understanding children and their problems. I have developed very close relationships with students and have the respect of many former students, parents, etc. I enjoy keeping track of them...they are "our" kids.

Attitude of Students Toward Their Teachers

Even though this item ranked 16th among satisfiers, not one teacher responded that he or she was "highly dissatisfied" with the attitudes of their students, and only eight reported any degree of dissatisfaction. Twenty-one teachers indicated extreme satisfaction, 44 were somewhat satisfied, and 27 reported that they held neutral views of student attitudes. However, one teacher noted that one of the reasons he was leaving the rural area and leaving teaching was the "attitude of the students toward school and teachers - particularly this year" and another indicated that one of the reasons he felt dissatisfied with teaching in his area was because in recent years there had been a "more aggressive tendency from students to act out and hit not only students but teachers."

General Behavior of the Students

Only one teacher found the behavior of students to be highly dissatisfying while another twelve indicated that it was moderately dissatisfying. Twenty-one teachers felt highly satisfied with the behavior of their students, 47 moderately satisfied, and 19 other teachers responded in a neutral manner.

Fifty-eight teachers commented about their students in Section C of the survey. The most common response by the respondents was that since there was low enrollment, they got to know the students better, which helped in the classroom. Written responses included:

- Students are more responsible because parental expectations are greater for their children.
- Overall, students seem to be better behaved.
- The students are great really, values/morals are quite strong.
- Great kids!

Student Interest in School Activities

With the school being the center of most of the rural communities surveyed, it is easy to see why only nine teachers expressed mild dissatisfaction when it came to rating the interest students showed toward school activities. This item ranks 20th among satisfiers, with 56 teachers reported satisfaction to some degree and 35 responding in a neutral fashion. None of the written comments pertained to this variable.

Attitudes of Students Toward Learning

One junior high teacher noted that "the students are more receptive to learning." Another teacher noted that he had made the decision to remain teaching in the rural area because "students who have a good attitude to being in school." Most teachers who were generally satisfied reported only mild satisfaction with the attitude of the students when it came to learning. Only 16 teachers reported that they were "highly satisfied" while 42 teachers reported slight satisfaction. Twenty-five percent of the respondents circled "3" while another 17 teachers reported some degree of dissatisfaction.

Level of Student Achievement

Only 7 teachers were "highly satisfied" with the level of student achievement in their schools while, at the other end of the scale, 3 teachers responded that they were "highly dissatisfied." A mean of 3.55 was attained, with 42 teachers indicating mild satisfaction and only 15 teachers noting mild dissatisfaction. One third of the respondents reported neither satisfaction nor dissatisfaction with student levels of achievement.

Ability Level of Students

With only 7 teachers recording responses at the extreme ends of the scale, the standard deviation was low at 0.83. Forty-two teachers indicated that they were mildly satisfied, 40 replied in a neutral fashion, and only 11 teachers reported slight dissatisfaction. None of the respondents' written comments made reference to this item.

Personal

Sense of Achievement as an Educator

Sixty-nine teachers felt a sense of achievement with teaching. "Highly satisfied" was the response of 21 teachers and a further 45 expressed a moderate degree of satisfaction. Twenty-four of the respondents reported in a neutral fashion and 6 teachers were "slightly dissatisfied." Many teachers reported the "satisfaction they got in teaching" as the reason they planned to remain teachers.

Social Relationships at Work

Social relationships did not bring a great degree of satisfaction to the lives of 32 respondents. Of those 32 teachers, four indicated a high degree of dissatisfaction, 13 expressed slight dissatisfaction, and 21 responded by circling "3" on the scale.

Among those who did indicate satisfaction, 45 were 'slightly satisfied' and another 21 expressed a high degree of satisfaction with their social relationships. In their written responses, nine teachers cited positive relationships with staff as a very satisfying feature of their teaching position.

The written comments:

- I enjoy the camaraderie of staff - 15 to 18 teachers who get along very well, support each other.
- "Home" feeling among staff.
- Smaller staff, we all get along - socialize share resources etc.

Amount of Privacy

With a mean of 3.67, this item ranked as a moderate satisfier with a rank of 22nd. Of the 97 teachers who responded, 31 revealed a great deal of satisfaction and 28 more responded that they were "slightly satisfied." However, thirty-eight teachers did not feel a great deal of satisfaction with the amount of privacy they had in their community and indicated so by circling "3" on the rating scale. Six respondents were "highly dissatisfied," 13 indicated a lesser degree of dissatisfaction, and 19 of the teachers did not commit one way or the other.

In the written response section of the survey, eleven teachers reported dissatisfaction with the amount of privacy they had in the community. When asked to describe those features that added to the satisfaction of teaching in a small rural community, only two teachers listed privacy as a satisfier.

Recognition by Others of Your Work

With a mean of 3.29 this item was not a high satisfier among the teachers. There were twenty-one individuals who were dissatisfied with the amount or type of recognition that they received for their work. One teacher who indicated that he was leaving the teaching profession wrote "No recognition, no appreciation for accomplishments." Only 11 respondents expressed a high degree of satisfaction while another 34 indicated a moderate degree of satisfaction; 32 teachers did not commit.

Availability of Immediate Family

Ranked 47th among satisfiers with a mean of 3.18, the standard deviation for this item was the highest among all items at 1.48. A large number of the respondents expressed dissatisfaction with the distance they were away from their immediate families. Almost half of the respondents (48%) expressed satisfaction with this item, while 14% offered a neutral response.

In the written response section, isolation was a large source of dissatisfaction. For example, one teacher reported that her upbringing was in another province and she wished to return to be closer to her family. A male teacher echoed this sentiment, expressing a dissatisfaction with "the distance it is to family and friends."

Summary

This chapter summarized the demographics of the respondents and identified the satisfiers and dissatisfiers of the respondents as a total group. Teachers were satisfied overall with 49 variables, dissatisfied with 9, and neutral towards the remaining 13. Various comments from the written response section were included to enhance discussion. The following chapter discusses the sources of

dissatisfaction and significant differences between groups within seven specific sets of respondents.

Chapter 5

THE DISSATISFACTIONS OF SELECTED GROUPS

Introduction

To facilitate more pragmatic use of the data obtained in the survey, this chapter will compare the sources of dissatisfactions of different groups of teachers. The dissatisfiers (those variables with a frequency of 35 or greater and a mean of 2.85 or less on the Likert type scale) of each group will be discussed and then presented in a number of tables. The categories of variables will be presented in the order that they appeared in the questionnaire. Also examined are the statistically significant differences, those with a probability of .05 or less. The total group of teachers who responded to the survey is designated as *Group C*.

Sets of Respondents

This chapter examines the dissatisfactions of seven sets of respondents:

Set I -- respondents who were considering leaving teaching versus teachers who intended to stay in the teaching profession

Set II -- teachers who considered themselves prepared to teach in the rural area versus teachers who felt unprepared

Set III -- male versus female

Set IV -- teachers who had spent five years or less teaching in the rural setting versus those teachers who had twenty years or more of rural teaching

Set V -- respondents who were considering leaving the area they were in to teach elsewhere versus teachers who intended to stay in their current location

Set VI -- teachers who were teaching in schools with an enrollment of 50 students or fewer versus teachers who were teaching in schools with more than 200 students

Set VII -- teachers who grew up in communities of fewer than 1000 people versus teachers who grew up in communities of more than 10,000

Set I: Remaining in Teaching vs. Leaving

Ninety-four teachers responded to the written response question : *Are you considering leaving the teaching profession within the next two years?* Twenty-two teachers reported that they were considering leaving the teaching profession and 72 indicated they planned to remain in the teaching profession. Sixteen of the 22 teachers who planned to leave the profession cited either government cutbacks or retirement as the reason.

Teachers who are not Considering Leaving the Teaching Profession

There were 72 teachers who reported they did not plan to leave the teaching profession in the near future. These teachers had only five sources of dissatisfactions (Table 5.1) as opposed to the nine dissatisfiers of Group C. Two of the sources of dissatisfactions are in the instructional area while the other three have to do with variables found in the community. This group had the second fewest number of dissatisfiers among all the groups studied.

Teachers Considering Leaving the Teaching Profession

This was the most dissatisfied group of respondents selected for further study. There were 11 more sources of dissatisfactions among this group than among Group C, which had nine sources of dissatisfactions. The dissatisfiers of teachers who intended to leave teaching (Table 5.2) focus on the community and classroom

instruction. This is one of the few groups that listed a student variable as a source of dissatisfaction.

Statistically Significant Differences

The eight variables that had significantly different mean scores (Table 5.3) came from five of the six categories. The "administration" category was the only category that did not provide any variables with significant differences; "student" and "instructional" categories each provided two variables apiece. Prospect of classroom teaching as a lifelong career, attitude of students towards teachers, and promotional possibilities were all variables that had a probability of less than *.005*.

Table 5.1

Dissatisfiers of Teachers Who Are Not Considering
Leaving the Teaching Profession Within the Next Two Years

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Quality of resources in the school library	2.68	1.11	4th
Availability of library resources	2.86	1.27	5th
Community			
Distance to the university	2.14	1.03	1st
Distance to shopping	2.51	0.93	2nd
Availability of cultural opportunities	2.61	1.02	3rd

Table 5.2

Dissatisfiers of Teachers Who Planned to
Leave the Teaching Profession Within the Next Two Years

DISSATISFIER	*MEAN*	*SD.*	*RANK*
Instructional			
Amount of preparation time	2.41	1.44	4th
Availability of library resources	2.45	1.18	5th
Quality of resources in school library	2.50	1.10	9th
Quality/availability of audio-visual equipment	2.68	1.43	15th
Availability of diagnostic services	2.73	1.16	17th
Availability of teaching resources	2.77	1.19	21st
Professional			
Promotional possibilities	2.45	1.22	5th
Opportunities for further formal study	2.48	1.08	8th
Job security	2.54	1.22	10th
Community			
Distance to the university	2.10	0.85	1st
Availability of cultural opportunities	2.30	0.80	2nd
Availability of recreational facilities	2.35	0.99	3rd
Distance to shopping	2.45	1.00	5th
Geographic location of the community	2.60	1.31	11th
Attitude of society towards the school	2.62	1.02	12th
Availability of community library	2.65	1.31	13th
Academic standards of the community	2.67	1.02	14th
Size of the community	2.75	1.33	19th
Students			
Level of student responsibility for their work	2.73	1.12	17th
Personal			
Availability of immediate family	2.71	1.59	16th

Table 5.3

Statistically Significant Differences Between Teachers Considering Leaving the Teaching Profession and Those Staying

	Intend to Leave		*Intend to Stay*			
VARIABLE	MEAN	SD.	MEAN	SD.	T-VALUE	PROB.
Prospect of classroom teaching as a lifelong career	2.91	1.38	3.85	1.06	-3.35	.001
Attitude of the students towards teachers	3.32	1.09	3.92	0.75	-2.97	.004
Promotion possibilities	2.45	1.22	3.25	1.08	-2.93	.004
Availability of community library	2.65	1.31	3.46	1.36	-2.46	.019
Sense of achievement as an educator	3.45	3.91	3.90	0.72	-2.32	.022
Physical conditions of your classroom	3.14	1.28	3.74	1.05	-2.23	.028
Level of student achievement	2.95	1.05	3.42	0.87	-2.13	.036
Size of the community	2.75	1.33	3.30	1.01	-2.01	.048

Set II: University Preparation

In response to the question: *Do you feel that your university training has prepared you for teaching in the rural area you are now in?*, 54 teachers indicated that their university training did not prepare them for rural teaching while another 43 teachers claimed it did.

Teachers Who Felt Prepared

When asked what the universities had done to prepare them for rural teaching, teachers' suggestions covered four areas. The first was that they had trained as generalists. Some teachers had initiated this training themselves while the older teachers stated that the old education program, "Junior E", has made them take a variety of courses. The next two reasons had to do with the courses offered by the university: a rural practicum, and a variety of courses in which they had a professor from the rural area or they discussed rural issues. Eleven teachers felt that there is nothing the university can do to prepare teachers for rural teaching.

Table 5.4 lists the sources of dissatisfactions of teachers who felt adequately prepared for rural teaching.

Teachers Who Felt Unprepared

When asked what the university could have done to better prepare them, the respondents identified three areas that they felt lacking in: generalist training, rural practicum experiences, and various courses on rural issues —such as public relations and the realities of small town life, as well as courses that would teach them to "teach without resources."

Table 5.4

Dissatisfiers of Teachers Who
Felt Prepared for Rural Teaching

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Quality of resources in the school library	2.81	1.13	8th
Professional			
Job security	2.60	1.22	3rd
Opportunity for further formal study	2.78	1.27	6th
Community			
Distance to the university	2.34	1.02	1st
Distance to shopping	2.57	0.89	2nd
Availability of cultural opportunities	2.65	1.00	4th
Geographic location of the community	2.76	1.20	5th
Availability of recreational facilities	2.78	1.06	7th

These 54 teachers listed twelve of the 71 factors listed in Section B of the survey as sources of dissatisfaction. Almost half of the 12 sources of dissatisfaction (Table 5.5) are not found among the dissatisfiers of Group C. Those different from the Group C list include the following: availability of teaching resources, availability of diagnostic services for students, field trip opportunities, and the number of non-teaching duties you perform. Variables under "instructional" make up over half the sources of dissatisfaction of unprepared teachers whereas prepared teachers only listed one instructional variable as a dissatisfier.

Table 5.5

Dissatisfiers of Teachers Who
Felt Unprepared for Rural Teaching

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Quality of resources in school library	2.53	1.12	4th
Availability of library resources	2.56	1.16	5th
Amount of preparation time	2.60	1.33	6th
Availability of teaching resources	2.69	1.23	7th
Availability of diagnostic services	2.71	1.00	9th
Field trip opportunities	2.80	1.27	11th
Number of non-teaching duties you perform	2.85	1.19	12th
Community			
Distance to university	1.98	0.98	1st
Distance to shopping	2.47	1.01	2nd
Availability of cultural opportunities	2.51	1.03	3rd
Academic standards of the community	2.70	0.92	8th
Availability of recreational facilities	2.74	1.11	10th

Statistically Significant Differences

Five of the six significant differences were in the 'instructional' category (Table 5.6). The overall satisfaction level of those teachers who felt that their teacher training did not prepare them for the role of rural educator was significantly lower than the level expressed by teachers who felt they were adequately prepared.

Table 5.6

Statistically Significant Differences Between Those Teachers Who Felt Their Teacher Training Prepared Them For Rural Teaching and Those Who Did Not Feel Prepared

	Prepared		*Unprepared*			
VARIABLE	MEAN	SD.	MEAN	SD.	T-VALUE	PROB.
Field trip opportunities	3.43	1.21	2.80	1.27	2.48	0.015
Your knowledge of the subjects you teach	4.37	0.69	4.03	0.75	2.36	0.021
Quality/number of textbooks	3.68	0.99	3.16	1.18	2.34	0.025
Your assignment to teach a particular subject	4.14	0.94	3.70	0.97	2.25	0.027
Ability level of students	3.53	0.68	3.18	0.93	2.18	0.032
Availability of teaching resources	3.20	1.20	2.68	1.23	2.11	0.038

Set III: Gender Differences

Thirty-nine males and 60 females filled out the survey. Given current social issues, gender differences are of practical importance for administrative hiring practices and relations between administrators and staff. Females perceive a less amicable relationship than males do with their superintendent and school board. This perception is pragmatically and statistically significant.

Males

Males were especially dissatisfied with six of the 71 factors surveyed (Table 5.7). Unlike Group C, males did not find availability of library resources, quality of resources in school library, job security, or academic standards of the community to be sources of dissatisfaction. However, males selected "geographic location of the community" as a dissatisfier.

Table 5.7

Males' Dissatisfiers

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Amount of preparation time	2.79	1.24	4th
Community			
Distance to the university	2.07	0.97	1st
Distance to shopping	2.56	0.94	2nd
Availability of cultural opportunities	2.67	1.01	3rd
Availability of recreational facilities	2.85	1.07	5th
Geographic location of the community	2.85	1.27	5th

Females

Female respondents considered 14 of the variables to be sources of dissatisfaction (Table 5.8). Dissatisfiers that differed from those of Group C are mainly from the instructional category and include availability of teaching resources, quality/availability of audio-visual materials, field trip opportunities, availability of diagnostic services for students, and opportunities for further formal study.

Statistically Significant Differences

The greatest differences between males and females were in the areas of student relationships and administrative relationships. Females report a higher regard for student abilities and relationships and a lower regard for administrative relationships than their male counterparts do. Four of the 7 variables listed in Table 5.9 come from the "administration" and "student" categories. The most significantly different variable reported, with a probability level of 0.001, was "relationship with your students." Furthermore, with 74% of the males and 85% of the females teaching elementary classes, we do not know whether these differences are associated with teaching at different grade levels.

Set IV: Years Teaching in the Rural Setting

Twenty-nine of the respondents had taught in the rural setting for five years or less while 16 teachers indicated that they have taught in rural settings for 22 years or more. With the dissatisfier ratio (the ratio of females' dissatisfiers to males' dissatisfiers) being 4:1, it appears that the years spent in the rural setting is a good indicator of the satisfaction level of teachers.

Table 5.8

Females' Dissatisfiers

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Quality of resources in school library	2.47	1.17	2nd
Availability of library resources	2.63	1.26	5th
Availability of teaching resources	2.69	1.21	7th
Quality/availability of audio-visual equipment	2.74	1.32	9th
Amount of preparation time	2.75	1.43	10th
Field trip opportunities	2.76	1.28	11th
Availability of diagnostic services for students	2.83	1.15	13th
Professional			
Job security	2.64	1.32	6th
Opportunity for further formal study	2.79	1.09	12th
Community			
Distance to the university	2.18	1.04	1st
Availability of cultural opportunities	2.48	1.03	3rd
Distance to shopping	2.52	0.98	4th
Availability of recreational facilities	2.70	1.10	8th
Academic standards of the community	2.85	1.08	14th

Table 5.9

Statistically Significant Differences
Between Attitudes of Males and Females

	Males		*Females*			
VARIABLE	MEAN	SD.	MEAN	SD.	T-VALUE	PROB.
Relationship with your students	4.09	0.71	4.53	0.59	-3.19	.001
Field trip opportunities	3.46	1.21	2.76	1.28	2.74	.008
Relationship with your school board	3.61	1.13	3.08	1.13	2.26	.026
Quality/availability of audio-visual equipment	3.32	1.12	2.74	1.32	2.30	.028
Community support of school athletics	3.61	1.05	3.11	1.12	2.19	.033
Attitude of students toward learning	3.28	0.92	3.72	1.03	-2.20	.034
Relationship with your superintendent	4.05	0.99	3.58	1.11	2.19	.036

Under 5 Years in Rural Schools

There are many differences between the sources of dissatisfaction of this group and those of Group C. Those dissatisfiers appearing on Table 5.10 that are not among the sources of dissatisfaction of Group C include: quality/availability of audio-visual equipment, availability of teaching resources, field trip opportunities, promotional possibilities, and opportunities for intellectual stimulation. "Academic standards of the community" and "amount of preparation time" are two Group C dissatisfiers that did not appear in Table 5.10. "Job security" has climbed from 8th to 4th.

Table 5.10

Dissatisfiers of Teachers Who Have
Taught Fewer Than Five Years in the Rural Setting

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Quality of resources in school library	2.31	1.37	3rd
Availability of library resources	2.46	1.26	6th
Availability of teaching resources	2.69	1.37	8th
Quality/availability of audio-visual equipment	2.71	1.36	9th
Field trip opportunities	2.76	1.33	10th
Professional			
Job security	2.34	1.32	4th
Promotion possibilities	2.83	1.17	12th
Community			
Distance to the university	2.11	1.12	1st
Distance to shopping	2.18	0.95	2nd
Availability of cultural opportunities	2.41	0.89	5th
Availability of recreational facilities	2.68	1.16	7th
Personal			
Opportunity for intellectual stimulation	2.79	1.17	11th

Over 20 Years in Rural Schools

Among the groups selected for special examination is those teachers who had spent over 20 years in the rural setting (Table 5.11). This group had the fewest sources of dissatisfaction, with only three dissatisfiers out of a total of 71 variables. Apparently there may be a direct relationship between the satisfaction level and time spent in rural schools.

Table 5.11

Dissatisfiers of Teachers Who Have
Taught Twenty or More Years in the Rural Setting

DISSATISFIER	MEAN	SD.	RANK
Community			
Distance to the university	2.38	.085	1st
Availability of cultural opportunities	2.69	.101	3rd
Student			
Level of student responsibility for their work	2.63	.102	2nd

Statistically Significant Differences

The two "experience" groups expressed significantly different satisfaction levels in six of the 71 variables (Table 5.12). The more experienced group of teachers were more satisfied with five of the six variables. The less experienced teachers reported an excellent relationship with their students (mean of 4.45) while the more experienced teachers had a less satisfactory relationship.

The fact that three of the six variables fall under the category "community" seems to indicate that the longer one spends in a community the more familiar and comfortable one becomes. Resources are also a concern for the less experienced teachers as the quality and availability of library resources were both a greater concern for the less experienced teachers than for the more experienced. "Job security" was the only professional variable.

Table 5.12

Statistically Significant Differences in Attitudes of Teachers Who Have Taught Five Years or Less and Teachers Who Have Spent Twenty Years or More in the Rural Setting

	Inexperienced		*Experienced*			
VARIABLE	MEAN	SD.	MEAN	SD.	T-VALUE	PROB.
Distance to shopping	2.18	0.95	3.00	0.73	-3.22	.005
Availability of community library	2.93	1.33	4.00	0.82	-3.28	.006
Relationship with your students	4.45	0.63	3.87	0.81	2.46	.012
Cost of housing	3.19	0.96	3.85	0.80	-2.29	.039
Quality of resources in school library	2.31	1.14	3.06	1.18	-2.07	.042
Job security	2.34	1.32	3.20	1.21	-2.16	.042

Set V: Considering A Move to Teach Elsewhere

Twenty-five teachers reported that they were considering leaving the rural area in which they were teaching; 72 reported that they planned to stay. Ten of the teachers who gave reasons for leaving indicated that "government cutbacks" were the primary reason. Over half of those teachers who planned to stay listed personal reasons, such as "husband works here" and "this is where we live", as the reason for staying.

Teachers Considering Leaving Their Current Location

This group expressed extreme dissatisfaction with nineteen of the variables (Table 5.13), second only to the group of teachers who were considering leaving teaching altogether. Their sources of dissatisfaction centered almost solely on community and instructional factors. Availability of immediate family, ranked as the second greatest dissatisfier, is obviously a consideration for teachers wishing to leave to teach elsewhere.

Teachers Who Intended to Stay

The sources of dissatisfaction of this group tend to indicate a slight dissatisfaction with the area and school. Even though they have five dissatisfiers, all have a mean greater than 2.60, thus making them low dissatisfiers. Table 5.14 lists the five sources of dissatisfaction, all of which are found among the dissatisfiers listed by teachers in Group C.

Table 5.13

Dissatisfiers of Teachers Who Are Considering
Leaving the Rural Area They Are Now in to Teach Elsewhere

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Availability of library resources	2.28	1.21	5th
Quality of resources in school library	2.40	1.12	8th
Availability of teaching resources	2.72	1.24	15th
Availability of diagnostic services	2.80	1.15	18th
Quality/availability of audio-visual equipment	2.83	1.43	20th
Field trip opportunities	2.84	1.43	21st
Professional			
Job security	2.48	1.42	9th
Promotion possibilities	2.56	1.16	11th
Opportunities for further formal study	2.64	1.32	12th
Availability of useful inservice	2.76	1.23	17th
Community			
Distance to the university	1.79	0.98	1st
Geographic location of the community	2.21	1.22	3rd
Availability of cultural opportunities	2.25	0.99	4th
Distance to shopping	2.29	1.12	6th
Availability of recreational facilities	2.29	1.12	6th
Availability of community library	2.52	1.27	10th
Size of community	2.67	1.24	13th
Academic standards of the community	2.67	1.24	13th
Attitude of society toward the school	2.81	1.25	19th
Personal			
Availability of immediate family	1.96	1.24	2nd

Table 5.14

Dissatisfiers of Teachers Intending to
Stay in the Rural Area They Now Teach in

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Amount of preparation time	2.71	1.37	4th
Quality of resources in school library	2.75	1.13	5th
Community			
Distance to the university	2.61	1.00	1st
Distance to shopping	2.62	0.90	2nd
Availability of cultural opportunities	2.67	1.02	3rd

Statistically Significant Differences

There are 16 variables which these two groups viewed significantly different (Table 5.15). The only set that has more significant differences is Set VII. All the variables came from four of the six categories. The two categories that did not contribute any variables were the "student" and "administration" categories. The teachers' desire to leave their rural locations may be mainly due to specific community and school characteristics. Half of the variables are from the "community" category, and three have to do with the school. However, the largest difference was with the variable "availability of immediate family", with a probability level of .000.

With the exception of two of the variables, the group of teachers that intended to leave rural teaching were less satisfied than the group intent on staying. The teachers that intended to leave rural teaching were significantly more satisfied with their average class size and "teaching different grade levels".

Table 5.15

Statistically Significant Differences in the Dissatisfactions of Teachers Who Wish to Leave the Rural Area They Now Teach in to Teach Elsewhere and Teachers Who Intended to Stay in Their Rural Areas

	Intend to Leave		*Intend to Stay*			
VARIABLE	MEAN	SD.	MEAN	SD.	T-VALUE	PROB.
Availability of immediate family	1.96	1.24	3.63	1.30	-5.60	.000
Geographic location of the community	2.21	1.21	3.28	1.11	-4.00	.000
Availability of community library	2.52	1.28	3.59	1.34	-3.35	.001
Living in a rural community	3.59	1.22	4.34	0.83	-3.28	.001
Prospect of classroom teaching as a lifelong career	3.08	1.47	3.86	0.96	-3.01	.003
Amount of privacy	3.04	1.43	3.87	1.10	-2.97	.004
Size of the community	2.67	1.24	3.36	1.06	-2.67	.009
Promotion possibilities	2.56	1.16	3.25	1.13	-2.61	.011
Availability of recreational facilities	2.29	1.12	2.93	1.04	-2.54	.013
Your average class size	4.56	0.72	4.00	1.04	2.49	.014
Availability of library resources	2.28	1.21	2.93	1.19	-2.34	.021

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Table 5.15
(Continued)

	Intend to Leave		*Intend to Stay*			
VARIABLE	MEAN	SD.	MEAN	SD.	T-VALUE	PROB.
Cost of housing	3.13	1.14	3.71	1.00	-2.30	.024
Opportunity for intellectual stimulation	2.72	1.28	3.25	0.97	-2.18	.032
Availability/quality of housing	2.96	1.43	3.62	1.18	-2.17	.033
Your community involvement	3.13	1.26	3.57	0.79	-2.03	.046
Teaching different grade levels	4.04	0.89	3.54	1.13	2.00	.049

Set VI: School Size

One of the respondents indicated in a note on the bottom of his survey that school size may have an influence over the satisfaction level of the respondents: "Your responses may vary due to the size of a school rather than its rural/urban location." To address this possibility, the responses of teachers from two difference school sizes were compared. One group consisted of 35 teachers who were teaching in schools with 50 or fewer students; the other group included 18 who were teaching in schools with a student enrollment greater than 200.

Teachers in "Small" Schools

This group expressed extreme dissatisfaction with thirteen of the 71 variables (Table 5.16). Differences between this group and Group C are in the "instructional" category and include the availability of teaching resources, quality/availability of audio-visual equipment, field trip opportunities, and availability of diagnostic services for students.

Teachers in "Large" Schools

The number of sources of dissatisfaction for this group (Table 5.17) is the same as the previous group; however, the types of dissatisfiers are different. The majority of sources of dissatisfaction listed in Table 5.17 are from the "community" category as opposed to the dissatisfiers of the previous group, which focused on the instructional variables. Differences from Group C include the following additions: amount of 'politics' at your school, size of the community, geographic location of the community, status of teachers in the community, availability of parents for consultation, level of student responsibility for their work, and availability of immediate family. Sources of dissatisfaction found among Group C but missing from Group B include job security, amount of preparation time, and distance to shopping.

Statistically Significant Differences

This set had the highest number of statistically different variables. There were 18 significantly different means (Table 5.18). Variables from all six of the categories were found. The teachers from "small" schools were more satisfied than the other group of teachers with all six of the "community" variables. The only variables that the "small school" teachers were less satisfied with were the four "instructional" variables.

There were three variables with a probability level of .000: amount of privacy, amount of preparation time, and amount of politics at your school. Four of the six variables with a probability level of less than .005 were dissatisfiers for one group and satisfiers for the other. This may indicate that there are different areas of concern for each of the groups.

Table 5.16

Dissatisfiers of Teachers Who Teach in Schools
With a Student Enrollment of Less Than Fifty Students

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Amount of preparation time	2.00	0.97	1st
Quality of resources in school library	2.14	0.85	3rd
Quality/availability of audio-visual equipment	2.26	1.24	4th
Availability of library resources	2.27	0.98	5th
Availability of teaching resources	2.57	1.12	8th
Availability of diagnostic services for students	2.66	1.14	9th
Field trip opportunities	2.85	1.43	12th
Professional			
Job security	2.69	1.28	10th
Community			
Distance to the university	2.09	0.94	2nd
Distance to shopping	2.45	1.14	6th
Availability of cultural opportunities	2.56	0.94	7th
Availability of recreational facilities	2.69	1.06	11th
Academic standards of the community	2.85	1.04	12th

Table 5.17

Dissatisfiers of Teachers Who Teach in Schools
With a Student Enrollment of More Than Two Hundred Students

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Quality of resources in the school library	2.67	1.02	11th
Availability of library resources	2.72	1.12	13th
Professional			
Amount of "politics" at your school	2.33	1.08	3rd
Community			
Distance to the university	2.00	1.06	1st
Academic standards of the community	2.29	0.68	2nd
Availability of cultural opportunities	2.35	0.79	4th
Attitude of society toward the school	2.50	0.90	5th
Size of the community	2.59	1.18	8th
Geographic location of the community	2.65	1.11	9th
Status of teachers in the community	2.65	1.00	9th
Availability of parents for consultation	2.71	1.21	12th
Students			
Level of student responsibility for their work	2.56	0.92	6th
Personal			
Availability of immediate family	2.56	1.50	6th

Table 5.18

Statistically Significant Differences in
Dissatisfiers of Teachers in "Small" and "Large" Schools

	Small Schools		*Large Schools*			
VARIABLE	MEAN	SD.	MEAN	SD.	T-VALUE	PROB.
Amount of privacy	4.33	0.89	2.94	1.26	4.59	.000
Amount of preparation time	2.00	0.97	3.33	1.53	-3.87	.000
Amount of "politics" at your school	3.62	1.18	2.33	1.09	3.83	.000
Number of different subjects taught	3.15	0.90	4.11	0.96	-3.58	.001
Status of teachers in the community	3.56	0.96	2.65	1.00	3.16	.003
Availability of parents for consultation	3.76	1.16	2.71	1.21	3.03	.004
Attitude of the students towards teachers	3.97	0.82	3.25	0.88	2.96	.005
Student interest in school activities	3.83	0.92	3.11	0.68	2.91	.005
Your assignment to teach a particular grade level	3.55	0.94	4.28	0.75	-2.85	.006
Living in a rural community	4.52	0.77	3.47	1.33	2.98	.007
Level of student responsibility for their work	3.27	0.87	2.56	0.92	2.78	.008

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Table 5.18
(Continued)

VARIABLE	MEAN	SD.	MEAN	SD.	T-VALUE	PROB.
Parent support for your teaching decisions	3.97	0.90	3.18	1.07	2.78	.008
Quality/availability of audio-visual equipment	2.26	1.24	3.17	1.04	-2.62	.012
Attitude of society toward the school	3.25	1.09	2.50	0.90	2.45	.018
Your assignment to teach particular subject areas	3.52	0.87	4.17	0.99	-2.44	.018
Size of the community	3.36	1.02	2.59	1.18	2.39	.021
Availability of immediate family	3.50	1.46	2.56	1.50	2.19	.033
Principal's expectations for you as a teacher	4.50	0.78	3.76	1.25	2.15	.042

Set VII: Teachers Raised in Urban Centers vs. Teachers With Rural Roots

Sixty-one teachers met the criterion used for this analysis. The first group consisted of thirty teachers who grew up in communities with populations under 1000; the second group consisted of teachers who were raised in communities populated by more than 10,000 people. The criterion for each of these two groups is the extreme range possible on the questionnaire.

Teachers Raised in "Small" Rural Communities

This group had the second fewest sources of dissatisfaction in the "community" category. With eight dissatisfiers listed in Table 5.19 it would appear that these teachers are slightly more satisfied than the total group respondents. Differences among these sources of dissatisfaction and Group C sources of dissatisfaction include (a) the addition of opportunity for further formal study and the level of student responsibility for their work, and
(b) the deletion of academic standards of the community, availability of recreational facilities, and the amount of preparation time.

Teachers Raised in Urban Centers Over 10,000

All nine of the sources of dissatisfaction listed by teachers in Group C were also considered dissatisfiers by this group of respondents. This group considered 16 (twice as many as the previous group) to be sources of dissatisfaction, six of which are in the "community" category. Table 5.20 lists the variables which who were raised in urban settings viewed as dissatisfiers.

Statistically Significant Differences

Although the disatisfiers were different, there were only three variables where there was a statistically significant difference in the responses of both groups (Table 5.21). The availability of the immediate family and the relationship with the school board are sources of dissatisfaction for the "large community" group and satisfiers for the "small community" group. Those teachers from large communities are less satisfied with their community involvement than is the other group of teachers.

Table 5.19

Dissatisfiers of Teachers Who Were Raised in Rural Communities With Fewer Than One Thousand People

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Quality of resources in school library	2.57	1.14	3rd
Availability of library resources	2.73	1.23	6th
Professional			
Opportunity for further formal study	2.66	1.00	5th
Job security	2.80	1.14	8th
Community			
Distance to the university	2.10	1.08	1st
Distance to shopping	2.50	0.97	2nd
Availability of cultural opportunities	2.62	1.08	4th
Student			
Level of student responsibility for their work	2.74	1.12	7th

Table 5.20

Dissatisfiers of Teachers Who Were Raised in
Communities With a Population Greater Than Ten Thousand

DISSATISFIER	MEAN	SD.	RANK
Instructional			
Amount of preparation time	2.57	1.10	5th
Quality of resources in school library	2.69	1.07	7th
Availability of library resources	2.69	1.20	7th
# of hours of non-teaching duties performed	2.80	1.06	14th
Number of non-teaching duties performed	2.80	0.99	14th
Availability of diagnostic services	2.83	1.29	16th
Professional			
Job security	2.70	1.32	9th
Opportunity for further formal study	2.79	1.29	12th
Community			
Distance to the university	1.86	0.88	1st
Distance to shopping	2.31	0.89	2nd
Availability of cultural opportunities	2.34	0.90	3rd
Academic standards of the community	2.66	0.94	6th
Geographic location of the community	2.72	1.16	10th
Availability of recreational facilities	2.72	1.06	10th
Administration			
Relationship with your school board	2.79	1.29	12th
Personal			
Availability of immediate family	2.43	1.36	4th

Table 5.21

Statistically Significant Differences Between Teachers Who Grew Up in "Small" Rural Communities and Those Teachers Who Grew Up in Urban Communities

	Small Rural		*Urban*			
VARIABLE	MEAN	SD.	MEAN	SD.	T-VALUE	PROB.
Availability of immediate family	3.83	1.23	2.43	1.36	4.18	.000
Relationship with your school board	3.61	1.08	2.79	1.11	2.88	.005
Your community involvement	3.76	0.79	3.17	1.00	2.48	.016

Summary

This chapter described the dissatisfiers of and significant differences between fourteen groups of respondents in seven different sets. The following may be concluded of the groups within each set:

- Teachers planning to leave the teaching profession were more dissatisfied overall than teachers who planned to stay.
- Teachers who felt unprepared for rural teaching were more dissatisfied overall than teachers who felt prepared.
- Females were more dissatisfied overall than males.
- Teachers inexperienced in the rural setting were more dissatisfied overall than teachers who had experience.

- **Teachers who were considering leaving the rural area were more dissatisfied overall than teachers who planned to stay.**
- **School size did not affect the *number* of sources of dissatisfaction but it did influence the *types* of sources.**
- **Teachers who grew up in large urban centers were more dissatisfied than teachers who grew up in small rural communities.**

Chapter 6

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter is divided into three sections. The first describes how the overall findings correspond to other research done in this area. The second describes how the results of the selected groups correspond to previous research. Finally, the implications of the study and recommendations for research and practice are prescribed.

Conclusions

Total Group of Respondents

Instructional

The quality and accessibility of resources are a great source of dissatisfaction among rural teachers in Alberta. Availability of school library resources, quality of library resources, and the amount of preparation time were three of the nine dissatisfiers for the overall group of respondents (Group C). Moreover, three other resource-related variables in this category—availability of diagnostic services for students, availability of teaching resources, and quality/availability of audio-visual equipment— had scores that were too low to be satisfiers.

Much of the research supports these findings. Haughey and Murphy (1983), Gardener (1986), Brunson (1976), and Sher (1981) all found that the scarcity of resources in rural schools contributes to teacher dissatisfaction. One of the most recent studies, Miller (1991), found that the budget of the school had a direct impact on classroom teaching and that teachers had to "make do with what they had" (p. 67). Hartrick, Hills, and Wallin (1971) reiterated the importance of having

proper resources by suggesting that there was a direct relationship between the teacher turnover rate and the wealth of districts. The teacher turnover rate increases as the quality and accessibility of resources in a school decrease. The satisfactory rating of two assignment-related instructional variables, freedom to select your teaching methods and the average class size you teach, is also consistent with the research. Assignment-related variables have to do with the teaching assignment rather than the resources needed to teach.

The overall satisfaction teachers displayed with the assignment-related variables is inconsistent with much of the research which has reported that an unsatisfactory relationship exists. Massey and Crosby (1983), Gardener (1986), Sher (1981), and Luft (1992) all found varying degrees of teacher dissatisfaction with having to teach a variety of grades and subject areas. This study did not find this to be the case in rural Alberta. Teachers reported satisfaction with their assignment to teach a particular subject area, assignment to teach a particular grade level, teaching different grade levels, and number of different subjects they taught.

One reason for this discrepancy in the satisfaction levels of resource-related and assignment-related instructional variables may be expectations. Teachers know what they will be teaching when they take the job and it is only after they begin that they discover a lack of quality resources. Teachers are not usually told at the interview, nor do they often ask, if the necessary resources are available and how much preparation time they will get. It is the *unexpected* nature of the situation, as well as the school's inability to improve it, that leads to the teachers' dissatisfaction.

Professional

Finding "job security" among the sources of dissatisfaction and "salary" among the higher satisfiers was incongruous with most other research. The only reason suggested in the research for teacher dissatisfaction with job security is declining enrollment (e.g., Harris, 1989). Much of the research on the retention of rural teachers (e.g., Stone, 1990; Luft, 1992; Helge and Marrs, 1981) reported that the teacher turnover rate was high, and that schools were more than eager to offer long-term contracts to teachers who wished to stay. Ciscell (1989), Alberta Education (1990), and Bull and Hyle (1989) all suggested that there was a teacher shortage and that "the growing prospect of teacher shortages has made geographic considerations an important area for concern and study" (Ciscell, 1989, p. 7).

The insecurity expressed by the respondents may be explained by the current economic situation in Alberta. Reductions in educational funding by the government has forced schools to reduce their expenditures by eliminating teaching positions. Haughey and Murphy (1983) reported in their study that this same type of government action was taking place in British Columbia. However, they emphasized that "if conditions change... rural school districts may again be confronted with the problems of having difficulty retaining teachers for more than a few years" (p. 9).

The satisfaction with salary is consistent with Canadian research (e.g., Haughey and Murphy, 1983; Holdaway, 1978; Miller, 1989) but is inconsistent with the research completed in the United States (e.g., Lewis and Edington, 1983; Lomotey and Swanson, 1989; Helge and Marrs, 1981; Horn, 1985). With the exception of Kleinfeld and McDiarmid (1986), whose research results in Alaska more closely resemble the work done in Canada, salary was a significant dissatisfier among rural teachers in the United States.

Reasons for this discrepancy may be explained by a difference in the actual salaries paid, as Canadian teachers may be paid more than American teachers. This would explain the research findings of Kleinfeld and McDiarmid (1986), who found that Alaskan teachers are satisfied with their pay. Alaskan teachers "are the highest paid teachers in the United States" (p. 117), and yet their salaries are only slightly higher than what rural teachers in Alberta make.

To varying degrees, the research supported the very low satisfaction level reported for the other professional variables. Teachers were unhappy with their opportunities for educational and professional advancement, and with the amount of time they had to contribute to non-teaching duties. Research has shown that dissatisfaction in these areas has been quite common; obviously it is also a concern in rural Alberta.

Community

Without exception, variables in the "community" category produced the most dissatisfaction among respondents. Five of the nine sources of dissatisfaction of the total group were community-related. Distance to and lack of various resources proved to be the greatest problem troubling rural teachers in Alberta. Luft (1992), Stone (1990), and Lemke (1989), among other researchers, support this dissatisfaction with "resource isolation."

Living in the rural community was the only community-related variable included among the top 25 satisfiers. The other community variables either had a mean between 2.85 and 3.15 or were moderate to low satisfiers. This was to be expected given previous research which found teachers unsatisfied with various community-related variables. However, variables referring to the cost and availability of housing, as well as the geographic location of the community, brought

a higher reporting of satisfaction that would have been expected by Helge and Marrs (1981), Luft (1992), and Stone (1990).

The fact that many of these findings are consistent with other research should not diminish the importance of these findings. Teachers in this study found little satisfaction with the attitudes of society towards school, status of teachers in the community, and academic standards of the community. Brunson (1976), McCracken and Miller (1988), Lewis and Edington (1983), and Natchtigal (1992) among others found similar results to varying degrees. Natchtigal (1992) reports that while "parents knock themselves out to turn out for athletics...academic mediocrity is accepted" (p. 68). The results of this research are consistent with this claim as variables such as "parental support for your teaching decisions", "availability of parents for consultation" and "community support for school athletics" all brought only a moderate degree of satisfaction to teachers.

Squires (1992) reported that high teacher turnover may contribute to the low status of teachers in the community. Teachers are transient, seen by community members as not wishing to become part of the community, and are therefore not held in high regard by community members. This possibility needs to be addressed in further research.

Administration

This study concentrated on small communities with mostly small schools. Some of the respondents may have had principalship duties, which may have influenced their responses in this area. Research completed in Canada by Haughey and Murphy (1983), Holdaway (1978), and Williams and Cross (1985) supported many of the findings, although the satisfaction expressed with administration in this study was slightly higher overall. Results of much of the research completed outside Canada were inconsistent with this research. In this study, the administrative

variables having to do with the principal brought a great deal of satisfaction to teachers. Nevertheless, while teachers were satisfied with their principal, they were far less satisfied with their relationships with the superintendent, and quite unhappy with the school board. Kleinfeld and McDiarmid (1986) found that a large area of dissatisfaction is the teachers' relationships with the district office (p. 118).

Horn (1985) and Bruce and Cacioppe (1989) cite "lack of administrative support" as one of the major reasons for teachers leaving their positions. Research conducted by Brunson (1976) found that good rapport with the principal made a large contribution to the morale of teachers —if the teachers did not get along with the principal, morale was low.

Lewis and Edington (1983), Anshutz (1998), Helge and Marrs (1981), Haughey and Murphy (1983) and others, found teachers dissatisfied with the lack of participation in decision-making and with administrators who were "unwilling to make tough decisions" (Rottier, Kelly, and Tomhave, 1983, p. 75). The satisfaction displayed by the respondents of this study may be due to the emergence of site-based management in these schools or the fact that many of these schools, because of their small size, may make decisions by committee.

Students

Much of the literature points to students contributing to the satisfaction level of teachers (e.g., Miller, 1989; Haughey and Murphy, 1983; Holdaway, 1978). This study found teachers as a whole highly satisfied in their relationships with students, the attitudes of the students towards teachers in general, and the general behavior of the students. The research done by Kleinfeld and McDiarmid (1986), Harris (1989), Haughey and Murphy (1983), and Miller (1989), supports these findings. However, Rottier, Kelly, and Tomhave (1983), and Bruce and Caccioppe (1989) found that students caused a fair amount of stress for the teachers due to the discipline

problems they created. Rottier, Kelly and Tomhave (1983) found that teachers felt the students were less respectful of teachers than they used to be.

Although the rural teachers who responded to this questionnaire found the students well behaved, they were only marginally satisfied with the attitude of the students towards learning, level of student achievement, ability level of the students, and the level of student responsibility for their work. It appears that the students follow the lead of the community when it comes to the approach taken towards education. These findings are consistent with other research such as Haughey and Murphy (1983), Holdaway (1978), and Luft (1992). However, in comparing rural and urban students, Lomotey and Swanson (1989) found that the problem of academic achievement "is not as severe in rural schools and may even be a source of pride" (p. 439). This may be due to different levels of academic expectations established in rural and urban communities, or may be due to the actual differences in student achievement within the area studied by the researchers.

Personal

Although "social isolation" was mentioned by numerous researchers as a major reason for dissatisfaction among rural teachers, (e.g., Anshutz, 1988; Cross, Bandy, and Gleadow, 1980; Luft, 1992; Ciscell, 1989; Kleinfeld and McDiarmid, 1986) and a reason why many remained in their teaching position for only a short time, it appears that the teachers in this study were quite satisfied with their social relationships. Teachers expressed a high degree of satisfaction with their social relationships at work and moderate satisfaction with their social relationships in the community.

The respondents were content with the amount of privacy they had, whereas Sher (1981) and Stone (1990) both found that this created dissatisfaction among the rural teachers that they studied. The discrepancy between the findings

of this study and other research may be explained by the fact that privacy is a matter of degree and personal preference. The same environment may make one teacher feel a lack of privacy while another may be content. The dissatisfaction respondents expressed over the availability of immediate family (ranked 49th among satisfiers) may also be explained by teacher preference.

The great satisfaction teachers expressed with their sense of achievement as educators is interesting given the teachers' dissatisfaction with the recognition by others of their work. It seems that it is the intrinsic rather than the extrinsic that motivates rural teachers. Further research into this area of intrinsic and extrinsic motivation may be beneficial for administrators attempting to retain their quality teachers.

Selected Characteristics

Set I: Remaining in Teaching vs. Leaving Teaching

It is not surprising that teachers who were considering leaving the profession felt significantly less satisfied than their remaining colleagues with the prospect of classroom teaching as a lifelong career, promotional possibilities, their sense of achievement as educators, and their relationships with and opinion of their students. People who do not feel appreciated usually leave their profession. Research on the reasons teachers leave offer support for these findings (e.g., Haughey and Murphy, 1983; Luft, 1992; Helge and Marrs, 1981).

What this research did not find was support for the conclusion of Bruce and Cacioppe (1989) that "the lack of competence of the principal was a major reason for teacher resignation"(p. 76). Since teachers in this study appear to be quite happy with their in-school administrators, and still leave, poor administration may not be a problem. Also unsubstantiated was research by Helge and Marrs (1981),

and Luft (1992), that suggested reasons for departure such as inadequate housing or low salary.

Set II: University Preparation

Teachers need better preparation if they are to be successful in the rural setting. Over half of the respondents felt unprepared for the rigors of teaching in a rural community. It is possible that many of the teachers who were raised in urban communities fit into this category. This finding is consistent with many studies which have reported similar findings, such as Guerin and Roberts (1987), Massey and Crosby (1983), Miller (1989), Sher (1981), and Anshutz (1988). However, teachers surveyed by Amodeo (1982) felt that "that no specific preparation in rural education was needed" (p. 19). However, Amodeo did note that this finding was contrary to other research into this area and should be the subject of further study.

Many of the suggestions offered by respondents for improvement of the university programs were similar to the recommendations cited in Williams and Cross (1985) and Massey and Crosby (1983). These recommendations centered around two areas: university preparation aimed at generalist rather than specialized training and extensive practicum experience in rural communities.

The significant differences as well as the types of dissatisfiers found for teachers that felt university prepared them for rural teaching and those that felt unprepared, supports the idea of generalist training but fails to offer strong support for extensive rural practicum experiences. Since differences lie in the instructional category rather than in community-related variables, it may be wise for universities, and students who wish to teach in the rural areas, to concentrate on a well-rounded education rather than specialization.

Set III: Gender Differences

Female teachers were more dissatisfied overall than their male colleagues. However, research in this area is scarce and contradictory. While some research suggested that females were more satisfied than males with their jobs (e.g., Bruce and Cacioppe, 1989; Rottier, Kelly, and Tomhave, 1983; Squires, 1992), research by Holdaway (1978) suggested that there was no overall difference.

There were several other specific differences. In this study, female teachers in rural Alberta were significantly less satisfied than males with their relationships with central office administration. Research by Rottier, Kelly, and Tomhave (1983), and Bruce and Cacioppe (1989) found the opposite to be true. Regardless of the discrepancy , greater time and energy needs to be spent by administrators in establishing quality relationships with their female staff members. For various reasons (e.g. gender differences, philosophical differences, personality conflicts) female teachers are dissatisfied with their relationships with central office administration. Further research to investigate reasons for this discrepancy is needed.

This study also found females to be significantly more satisfied with the attitudes and behavior of their students, a finding neither contradicted nor substantiated by the review of the literature and therefore in need of further research. Holdaway (1978), and Bruce and Cacioppe (1989), found males to be significantly more dissatisfied than females over the salary that they received whereas this research found virtually no difference ($p = .902$). Since salary was not a concern for teachers in this study, this discrepancy was not surprising.

Set IV: Years Teaching in a Rural Setting

Significant differences were found in three areas — resource-related variables (e.g., availability of library resources), job security, and student

relationships. These findings were inconsistent with research conducted by Anshutz (1988). In a study of teachers with less than five years experience in the rural setting, Anshutz found that "although pleased with the work situation and the rewards of teaching in rural environments, the community cannot provide the minimally acceptable level of social and cultural gratification" (p. 15). There were no significant differences expressed by the respondents in either the social or cultural areas.

This finding was unexpected, as other research (e.g., Lewis and Edington, 1983; Luft, 1992; Ciscell, 1989; Haughey and Murphy, 1983) suggested that the social and cultural isolation is a significant problem for teachers new to the rural setting. Reasons for this discrepancy may be two-fold. First, it may be explained by the difference in alpha levels used in the studies, the definitions of "social" and "cultural", or teachers' perceptions of the questionnaire items. Secondly, the study was not an in-depth study rural teachers' feelings towards social and cultural isolation, thus the *degree* of dissatisfaction may be subjective. The general nature of the study placed detailed investigation of this area beyond the scope of the study.

An interesting difference was found in the quality of relationships established by the less experienced teachers with their students. Although the more experienced teachers were satisfied with their relationships with the students, they are *significantly less satisfied* than the less experienced teachers. Furthermore, although not significantly different, their satisfaction with all other student variables is lower than the the satisfaction expressed by the inexperienced teachers. As many of the inexperienced teachers are younger, this relationship may be due to the age , values, or interests, of the teachers as much as anything else. The generation gap is defined by a difference in values and ideals, and may make understanding between students and older teachers more difficult.

Set V: Considering a Move to Teach Elsewhere

The number of significant differences in this set is notable. Furthermore, with no "student" or "administration" variables listed, the findings are inconsistent with those of Bruce and Cacioppe (1989) and Lewis and Edington (1983), who found student discipline problems and administrators' incompetence to be major reasons for teachers resigning their positions. Moreover, Massey and Crosby (1983), Sher (1981), and others, all found that teachers were unhappy with the sociological factors of living in a rural community. This was not the case with the rural teachers in this study. Results of this study resembled those found by Haughey and Murphy (1983) who reported teachers to be satisfied with their social relationships at work and in the community.

Finding respondents who planned on leaving significantly more dissatisfied with the geographic isolation, isolation from their immediate families, amount of privacy, the size of the community and their promotional possibilities was consistent with the research (e.g., Haughey and Murphy, 1983; Luft, 1992; Massey and Crosby, 1983). It is noteworthy that the teachers who planned to leave were significantly more satisfied with teaching different grade levels and their average class size than were teachers who planned to stay. This may point to a general expectation that rural classes will be small and multi-grade/subject teaching will exist.

Set VI: School Size

Teachers in small schools (schools with an enrollment of 50 students or fewer) are generally more satisfied than teachers in large schools (schools with an enrollment of over 200). Teachers in large schools have very few instructional-related sources of dissatisfaction but are dissatisfied with various aspects of the community in which they teach. Teachers in small schools are significantly more

dissatisfied with resource-related variables rather than community-related variables. It is in the small school that teachers are significantly more dissatisfied with their multi-grade/subject teaching.

These "small school dissatisfiers" are consistent with the research done by Sher (1981), Massey and Crosby (1983), and others who cite teacher dissatisfaction with the number of subjects and grades taught. Gardener (1986) found teachers in small schools expressed greater dissatisfaction than their colleagues in large schools with their resources, multi-grade teaching, and non-instructional duties, such as supervision. Research by Luft (1992), Massey and Crosby (1983) and others support the significant differences found in the larger schools.

An interesting finding is that teachers in large schools were significantly less satisfied not only with the community but with their students as well. Further research is needed to determine the reasons for this difference, as no support or explanation for this finding appeared in the available literature.

Set VII: Teachers raised in Urban vs. Teachers with Rural Roots

Teachers who grew up in the rural community were far more satisfied than teachers raised in the city. Though the number of significant differences is small, the fact that the latter group had twice as many sources of dissatisfaction is notable. This finding is in agreement with numerous previous studies by Ciscell (1989), Williams and Cross (1985), Helge and Marrs (1981) and others who found that teacher satisfaction increases when they "have similar goals, mores, expectations and lifestyles" as the community in which they taught.

Final Conclusions and Recommendations

1. Rural teachers in Alberta are generally dissatisfied with the availability and quality of instructional resources they have in their schools.

The findings of this study clearly suggest that teachers are dissatisfied with the resources in rural schools. Though the degree of dissatisfaction varies with the demographic makeup of the school and teachers, the dissatisfaction is common.

Recommendations

For administrators. First, central office and school-based administration need to allocate funds to upgrade existing resource, especially in the library. Administration should also acknowledge this lack of resources when they are hiring, and hire teachers who either have experience teaching with few resources or are trained with this in mind. The significant difference in the satisfaction level between experienced and inexperienced teachers offers support for this recommendation. Furthermore, because of the significant difference in satisfaction expressed by teachers in small and large schools, this is a more immediate concern for administrators of smaller schools.

Second, central office administration must supply greater financial assistance and encouragement for professional development opportunities such as seminars and conventions outside the schools or to have instructional specialists come into the schools. Teachers should be encouraged to seek out professional development opportunities that supply teaching ideas that are not dependent on vast amounts of resources. Ideas such as these are especially necessary if teachers are going to effectively teach subjects outside their areas of specialization. The low satisfaction

level displayed with various professional development variables supports this recommendation.

Third, administrators need to encourage computer networking and establish computer bulletin boards to assist teachers in acquiring much needed information. Making use of the available computed technology offers an efficient and cost effective means of professional development that is available to all teachers rather than a select few.

Finally, if administrators are unwilling or unable to improve their resource situation, they should allow teachers more preparation time to develop "resource-free" teaching techniques and student assignments. It is my belief that a direct connection exists between the resource need and the lack of preparation time.

For teachers. Teachers need to be prepared to teach with few resources. Graduates who wish to teach in a small rural school should develop teaching strategies that do no require the number and quality of resources normally found in the larger centers. Current teachers need to be resourceful and make use of professional development opportunities that offer ideas on how to teach without resources.

For universities. Universities should realize that students going into the rural communities will not have access to many resources, and should instruct the students accordingly. Courses that instruct students in teaching strategies not requiring resources, need to be developed (e.g., Ed. Pr. 101: "Learning to teach without"). As well, teach students how to access learning resources through distance education packages and computer networks. Resources available in a university environment are not found in most rural schools. Therefore much of the knowledge acquired by education students remains dormant once they get into the

rural classroom. The dissatisfaction the new rural teacher displays in the quality and availability of resources in the rural school offers support for this recommendation.

Universities should encourage generalization rather than specialization. Much of the dissatisfaction demonstrated by teachers in smaller rural schools may be due to the specialized nature of much of the graduates' knowledge. Many teachers are very creative when they teach their specialties but rely on resources when asked to teach an unfamiliar subject or grade level. Massey and Crosby (1983) provide an example of a university that "requires students to take a seminar in which they compare the teaching skills needed in rural and urban schools" (p. 268).

For further research. More research in this area is required to determine the specific type of resources needed, to develop instructional methods for teachers without resources, and to investigate various university programs for rural teachers already established.

2. Teachers are dissatisfied with the lack of cultural, recreational, and educational resources that are available in the communities they teach.

By their very nature, small communities lack the resources that one might find in larger centers. However, this does not make teachers' dissatisfaction with the lack of resources any less important. Different coping methods may reduce the *degree* of dissatisfaction with the availability and quantity of resources.

Recommendations

For administrators. Administrators must recognize that they have a part to play in alleviating the dissatisfaction teachers feel with community resources. Teachers are very satisfied with the *people* in the community, but require more things to *do* with these people. Administrators should organize various recreational and cultural activities for their teachers. Although small communities may lack facilities such as squash courts, curling and skating rinks, and theaters, their rural nature allows community members to participate in activities not normally found in larger centers. Administrators need to foster and fund recreational activities that are in harmony with the rural area such as cross-country skiing or snowmobile outings. Cultural events, such as plays, should also be encouraged and financially supported.

Those in charge of rural schools need to make sure that new teachers are introduced into a social circle so that the new teacher does not feel socially isolated. The principal may wish to do this himself or ask another teacher to act as the "socializing agent". Regardless of who performs this function, it is an important process which requires due consideration on the part of the principal.

Finally, administrators need to address the professional development of teachers. Teachers' dissatisfaction with the distance to the university symbolizes the need for teacher development to be a continuous, lifelong process. This need is accentuated by the lack of resources available and the requirement of teachers in small schools to teach various subjects and grades outside their area of specialization.

For teachers. Graduates who seek employment in rural communities need to be prepared for the realities of small town life. Although data analysis did not offer strong support for a rural practicum, as a teacher becomes experienced with the

rural setting, dissatisfaction with the community diminishes. A rural practicum allows the student to experience the rural situation and formulate proper expectations before signing a contract to teach. No matter how difficult the situation may be, being prepared and knowing what to expect goes a long way toward relieving the dissatisfaction.

Next, research needs to be completed into the feasibility of a type of brief informal "internship" in the rural areas. This could be completed after university ends, by teachers desiring rural placements. Such a program would assist students in making their decision whether or not to teach in a rural area and could be initiated by administrators not only to aid the students but to enhance hiring practices.

As the data indicate, even teachers who are experienced with a rural setting express dissatisfaction with the lack of cultural opportunities and the distance. The lifestyle found in the rural setting is not the same as that found anywhere else. Teachers should know what to expect and substitutions for city activities and events have to be found— they need to be adaptive! As one teacher put it: "Life here is slower...small community contributes to closer relationship with parents...accessibility of outdoor activities (cross-country skiing, skating, camping, water sports)."

For universities. University professors need to acknowledge the fact that city schools are presently reducing staff and therefore many graduates will only be able to find teaching jobs in the rural setting. The fact that over 50% of the respondents felt unprepared for teaching in the rural setting is discouraging. First, universities need to provide practical experience in rural schools; while expensive and troublesome to run, rural practicum offer much needed experience to students. "Exposure to the rural community and school will permit students to take full

advantage of the rural school experience and develop sufficient confidence and knowledge of the life of the teacher to not only survive, but thrive" (Williams and Cross, 1987, p. 22).

Next, universities need to find ways to meet the educational needs of isolated teachers. Universities need to consider teleconferencing courses that are flexible and university extension courses that service small centers. Although this is expensive, if teachers are serious about their educational needs, they will pay higher tuition.

For further research. This study revealed a *general* need to enhance the rural situation. Research into the *specific* cultural, recreational, and educational requirements of rural school teachers is required.

3. Teachers are unhappy with rural students' and communities' expectations with respect to standards of and their attitudes towards education and learning.

Although the academic standards of the community were only a moderate dissatisfier, in combination with the low satisfaction expressed with related variables — such as status of teachers in the community, level of student responsibility for their work, level of student achievement, and status of teachers in the community — a problematic pattern begins to appear.

Recommendations

For administrators and teachers. This is a pattern that must be arrested in the school first. Since teachers reported to be satisfied with the support from parents, if the school staff set a high academic standard, the community should be supportive. An example must be set by the administration and staff of a school if students are to see the importance of education. First, staff must demand regular attendance of students and accountability for missed schoolwork. For example, if

the student is not held accountable when he returns from a three-day hunting trip, how can he take education seriously?

For the most part teachers were satisfied with the availability and cooperation of parents. Parents may not set high standards for their children but this does not mean that the school must also accept mediocrity. The support of the parents is necessary if attendance is going to be regular. If the school makes the student accountable for missing school, even if the parent has given permission, the student will soon realize the importance of regular attendance and, in turn, education.

Teachers should make the students accountable for their work. A combined effort from all the teachers on staff is necessary if the level of students' responsibility for their work is to improve. By accepting mediocre work, teachers communicate the perception that education is not important. In demanding the students' best and holding them accountable for their poor work while rewarding the best efforts the teaching staff sets the standard to be followed.

Finally, administration must hire teachers who will stay in the community. High teacher turnover is a major reason for the low status of teachers in the community and may also contribute to the low level of student achievement and their lack of responsibility for their work. The data analysis section of this report identifies various characteristics of teachers with the potential for staying.

<u>For further research</u>. Further research needs to be done into the area of societal attitudes towards education. The lack of respect for schools and education is not restricted to rural areas but is common throughout society today (Lomotey and Swanson, 1989). Reasons for this attitude in rural communities need to be investigated and solutions found. The seriousness of this problem is exemplified by lack of respect being central to the breakdown of family values in society.

Summary

Teachers in the small rural communities in Alberta appear to be very satisfied with their school-based administration, salary, social behavior of their students, the courses they are teaching, their social relationships at work, and their sense of achievement as educators. Rural teachers are moderately satisfied with the number and variety of subjects they teach, their superintendent, parental support, physical conditions of their school, their social relationships in the community, and the amount of privacy they have. A small degree of satisfaction exists with the academic behavior of the students, community support of the school, status of teachers in the community, the size and location of the community, relationship with their school board, and availability of immediate family.

Teachers in rural Alberta are most dissatisfied with the distance to the university and shopping. They are generally dissatisfied with the quality and availability of resources they find in both the community and school. Dissatisfaction is also expressed with the academic standards of the community, the amount of preparation time, and the security of teaching jobs in Alberta.

Half of the respondents feel that the university did not prepare them to teach in the rural school. Overall, males are more satisfied than females, teachers with more experience in the rural setting were more satisfied than inexperienced teachers, teachers in small schools were generally more satisfied that teachers in large schools, and teachers with roots in small communities were happier with their jobs than were teachers who were raised in the city.

Suggestions for further research:

- **The value of education in the rural community.**
- **Instructional resources requirements of the teacher in the small rural school.**
- **Teachers in large rural schools and the community—an analysis of a troubling relationship.**
- **Universities and the preparation of rural school teachers.**
- **Job security in a reduced job market.**

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APPENDICES

Appendix A

Interview Schedule

Interview Schedule

Personal/Professional Profile

1. Tell me a little bit about yourself, such as your background, where you went to school.
2. Did you grow up in a rural district?
3. How long have you been teaching? Same school?
4. How has teaching at different/same school(s) affected your satisfaction in teaching?
5. What attracted you to apply to and accept a position in a rural school district?
6. Was this a preferred location for you?

The School

1. How large is your school?
2. Do you feel you get enough support from the administrative team at your school?
3. What are some of the disadvantages to teaching in a rural school?
4. Do you see any solutions to overcoming these disadvantages?
5. Is there anything about your school that you would change?

Teaching Position

1. What makes teaching enjoyable for you?
2. Could you please describe your current teaching assignment.
3. How much did your teacher training prepare you for this position?
4. What do you find dissatisfying about teaching in a rural school?

5. What factors contribute to any dissatisfaction you may have about your current teaching assignment?
6. Do you feel that your extra-curricular duties such as supervision and coaching are any different than those that would be found in a larger urban school?
7. Do you have enough access to professional development opportunities in your district?
8. If you could, what would you change about your present teaching position?
9. Have you ever thought of leaving in the past?
10. Are you planning on leaving?
11. Does your district have a high teacher turnover rate?
12. What things generally cause teachers to leave this area?
13. What factors would influence your decision to move away?
14. Can you think or any possible factors that might attract you to an urban school?
15. What do you see as the "ideal" teaching position?

<u>The Community</u>

1. Tell me a little bit about the community that you live in.
2. How active are you in the community life?
3. Are there any community expectations that you feel are unrealistic?
4. How do you view your social life within the community?
5. What factors have encouraged you to stay in the community you are presently teaching in?

6. How does the does the distance to the city affected your desire to teach in a rural district?

Rural Improvement /Summary

1. If you were hiring teachers for your district, what characteristics would you look for to increase the likelihood that the teacher would be successful in the rural setting?

2. Can you summarize what you find dissatisfactory in teaching in a rural school?

Appendix B

Interview Information and Consent Letter

Information and Consent Letter

Dear _____:

Thank you for expressing a willingness to participate in my thesis research. My thesis concerns the subject of the dissatisfaction rural teachers in Alberta find in their teaching position. I hope to address these concerns by offering possible solutions based on my findings.

What I am asking of you is that you participate in an interview to share your perceptions on this subject. I hope to develop a questionnaire based on the responses of a series of interviews with different rural teachers.

The interview will be tape recorded and transcribed. You will have access to the transcript if you wish to clarify or delete anything you may say. Your perspective, as a dedicated rural teacher, will provide vital information for this study.

Please be assured that your participation in this study will be treated with complete anonymity and confidentiality. Your name and the names of any schools or colleagues mentioned will be removed from the transcript and remain confidential. If you decide that you no longer wish to participate in the study you may withdraw at any time.

If you have any questions about this study please feel free to contact me at 438-1450.

If you are willing to participate in this study, would you please complete the following consent form. Thank you for your help and interest in this study.

I, _____ give permission for Brian Horbay to include me in his study as described above.

_____ _____

Signature **Date**

Appendix C

Questionnaire Information Letter

ALBERTA RURAL TEACHER SURVEY

Department of Educational Administration
7-104 Education Building North
University of Alberta
T6G 2G5

Dear Colleague,

I am a graduate student in Educational Administration at the University of Alberta. Having taught in a rural school for the past five years, I have become interested in the various dissatisfiers of rural teachers in Alberta. I would appreciate your input on this subject by completing the attached survey which will form the basis for my thesis research. With your help I hope to be able to pursue solutions to difficulties rural teachers face.

Please be assured of complete confidentiality. The survey has an identification number and symbol for coding and analysis purposes only. The Alberta Teachers' Association has offered to distribute this survey so that the confidentiality of their records is maintained. Their participation in this research is limited to this function.

This study has been approved by the Department of Education Administration, Faculty of Education, University of Alberta.

If there are any questions that you may have concerning this research, or if you wish to obtain the results of this study, please feel free to call me at home (403 438-1450) or at the University (403 492-3913).

Please take a few minutes to complete the survey and return it in the envelope provided. I would appreciate your response by April 10th.

Thank-you for your time and cooperation.

Sincerely,

Brian D. Horbay

APPENDIX D

Questionnaire

Alberta Rural Teacher Survey

Your responses to this survey are strictly confidential.
Please do not write your name anywhere on the survey.

This survey will take approximately 25 minutes to complete.

SECTION A: BACKGROUND DATA

Circle the number of the answer that best describes your background and experience.

Example: What type of geographic setting do you teach in:
1) Rural
2) Urban

1. Your gender: 1) Male 2) Female

2. Your marital/family status:
1) Married, without dependant children
2) Married, with dependant children
3) Single, without dependant children
4) Single, with dependant children
5) Other_____

3. Your age as of March 1, 1994:
1) 21-25 2) 26-30 3) 31-35 4) 36-40 5) 41-45
6) 46-50 7) 51-55 8) 56-60 9) 61-65 10) over 65

4. Where did you receive your highest level of teacher training:
1) University of Alberta
2) University of Lethbridge
3) University of Calgary
4) A Canadian university outside Alberta
5) Other_____

5. Is your teaching assignment consistent with your specialization or major taken during teacher training?
1) Yes 2) No

If "No", what percentage of the courses that you teach are outside of your specialty area?
_____%

6. Are you currently:
   1) Part-time 2) Full-time

7. Years of teaching experience:
   1) First Year 2) 1-5 3) 6-10 4) 11-15
   5) 16-20 6) 21-25 7) 26-30 8) over 30

8. Years of experience in current school:
   1) First Year 2) 1-5 3) 6-10 4) 11-15
   5) 16-20 6) 21-25 7) 26-30 8) over 30

9. Years of experience teaching in a rural community:
   1) First Year 2) 1-5 3) 6-10 4) 11-15
   5) 16-20 6) 21-25 7) 26-30 8) over 30

10. Please circle all the grades you have taught this year:
    1) Kindergarten 2) One 3) Two 4) Three 5) Four
    6) Five 7) Six 8) Seven 9) Eight 10) Nine
    11) Ten 12) Eleven 13) Twelve

11. Grades in the school you teach in:
    1) Grades K-12 2) Grades K-6 3) Mid-school
    4) Grades 7-12 5) Grades 9-12 6) Grades 10-12
    7) Other_____

12. Student enrollment in your school:
    1) 50 or fewer 2) 51-75 3) 76-100 4) 101-150
    5) 151-200 6) 201-250 7) 251-300 8) 301-350
    9) 351-400 10) 401-450 11) 451-500 12) over 500

13. Approximate number of people in the community in which you grew up:
    1) Under 1000 2) 1001-2000 3) 2001-3000 4) 3001-4000
    5) 4001-5000 6) 5001-6000 7) 6001-7000 8) 7001-8000
    9) 8001-9000 10) 9001-10,000 11) Over 10,000

14. Number of people in the community in which you presently teach:
    1) Under 500 2) 501-1000 3) 1001-1500 4) 1501-2000
    5) 2001-2500 6) 2501-3000 7) 3001-3500 8) more than 3500

Please go on to Section B.

SECTION B: JOB SATISFACTION/DISSATISFACTION DATA

Please circle the number which exemplifies your level of dissatisfaction with each of the following areas.

	Highly Satisfied				Highly Dissatisfied
INSTRUCTIONAL					
1) Number of different subjects you teach	5	4	3	2	1
2) Amount of preparation time	5	4	3	2	1
3) Availability of teaching resources	5	4	3	2	1
4) Availability of library resources	5	4	3	2	1
5) Your assignment to teach a particular grade level	5	4	3	2	1
6) Your assignment to teach particular subject areas	5	4	3	2	1
7) Freedom to select your teaching methods	5	4	3	2	1
8) Teaching different grade levels	5	4	3	2	1
9) Quality of resources in school library	5	4	3	2	1
10) Quality/availability of audio-visual equipment	5	4	3	2	1
11) Physical conditions of your classroom	5	4	3	2	1
12) Physical conditions of your school	5	4	3	2	1
13) Availability of diagnostic services for students	5	4	3	2	1
14) Your knowledge of the subject matter you teach	5	4	3	2	1
15) Average class size you teach	5	4	3	2	1
16) Availability of qualified substitute teachers	5	4	3	2	1
17) Quality/number of textbooks	5	4	3	2	1
18) Field trip opportunities	5	4	3	2	1
PROFESSIONAL					
19) Availability of useful inservice	5	4	3	2	1
20) Opportunities for further formal study	5	4	3	2	1
21) Financial assistance for P.D conventions	5	4	3	2	1
22) Prospect of classroom teaching as a life long career	5	4	3	2	1
23) Promotion possibilities	5	4	3	2	1
24) Job security	5	4	3	2	1
25) Amount of "politics" at your school	5	4	3	2	1
26) Salary you receive	5	4	3	2	1
27) Number of non-teaching duties you perform	5	4	3	2	1
28) Number of hours of non-teaching duties per week	5	4	3	2	1
29) Provisions for the use of personal days	5	4	3	2	1

	Highly Satisfied				Highly Dissatisfied
COMMUNITY					
30) Availability/quality of housing	5	4	3	2	1
31) Cost of housing	5	4	3	2	1
32) Parental support for your teaching decisions	5	4	3	2	1
33) Availability of parents for consultation	5	4	3	2	1
34) Status of teachers in the community	5	4	3	2	1
35) Attitude of society toward the school	5	4	3	2	1
36) Academic standards of the community	5	4	3	2	1
37) Distance to university	5	4	3	2	1
38) Availability of cultural opportunities	5	4	3	2	1
39) Availability of recreational facilities	5	4	3	2	1
40) Distance to shopping	5	4	3	2	1
41) Size of the community	5	4	3	2	1
42) Geographic location of the community	5	4	3	2	1
43) Your community involvement	5	4	3	2	1
44) Community support of school athletics	5	4	3	2	1
45) Availability of community library	5	4	3	2	1
46) School-community relations	5	4	3	2	1
ADMINISTRATION					
47) Relationship with your principal	5	4	3	2	1
48) Relationship with your superintendent	5	4	3	2	1
49) Relationship with your school board	5	4	3	2	1
50) Principal's expectations for you as a teacher	5	4	3	2	1
51) Expectations for you to participate in community	5	4	3	2	1
52) Teacher participation in school decision-making	5	4	3	2	1
53) Accessibility of the principal	5	4	3	2	1
54) Support of principal for classroom management decisions	5	4	3	2	1
55) Principal's method for teacher evaluation	5	4	3	2	1
STUDENTS					
56) Your relationship with the students	5	4	3	2	1
57) Attitude of the students towards learning	5	4	3	2	1
58) General behavior of the students	5	4	3	2	1
59) Level of student achievement	5	4	3	2	1

	Highly Satisfied				Highly Dissatisfied
60) Attitude of the students towards teachers in general	5	4	3	2	1
61) Student interest in school activities	5	4	3	2	1
62) Level of student responsibility for their work	5	4	3	2	1
63) Ability level of students	5	4	3	2	1

PERSONAL

64) Sense of achievement as an educator	5	4	3	2	1
65) Recognition by others of your work	5	4	3	2	1
66) Social relationships at work	5	4	3	2	1
67) Social relationships in the community	5	4	3	2	1
68) Opportunity for intellectual stimulation	5	4	3	2	1
69) Living in a rural community	5	4	3	2	1
70) Amount of privacy	5	4	3	2	1
71) Availability of immediate family	5	4	3	2	1

SECTION C: WRITTEN RESPONSE

1) Are you considering leaving the rural area you now teach in to teach elsewhere?
   1) Yes 2) No

   If "Yes", please explain the reasons.

_____
_____
_____
_____
_____
_____

   If "No", what is the strongest factor influencing you to stay in your rural setting?

_____
_____
_____

2) Are you considering leaving the teaching profession within next two years?
1) Yes 2) No

If "Yes", please explain the reason.

3) Do you feel that your teacher training has prepared you for teaching in the rural school that you are now in?

1) Yes 2) No

If "Yes", please explain.

If "No", please describe what teacher training institutions can do to better prepare graduates for teaching in a rural community.

4) What factors contribute to your dissatisfaction with teaching in a rural area?

5) What factors contribute to your satisfaction with teaching in a rural area?

_____
_____
_____
_____
_____

Please use the enclosed envelope to return this survey.

THANK YOU FOR YOUR COOPERATION!

Appendix E

Ranking of Section B Variables

VARIABLE	MEAN	S. D.	RANK
Freecom to select your teaching methods	4.39	0.82	1
Your relationship with the students	4.35	0.67	2
Accessibility of the principal	4.30	1.05	3
Support of the principal for classroom management decisions	4.23	1.14	4.5
Principal's expectations for you as a teacher	4.23	0.94	4.5
Living in a rural community	4.17	0.98	7
Relationship with your principal	4.17	1.16	7
Your knowledge of the subject matter you teach	4.17	0.74	7
Average class size you teach	4.15	0.99	9
Principal's method for evaluation	4.10	1.06	10
Teacher participation in school decision-making	4.05	0.88	11
Salary you receive	3.90	0.76	12
Your assignment to teach particular subject areas	3.89	0.97	13
Your assignment to teach a particular grade level	3.87	1.02	14
Sense of achievement as an educator	3.85	0.87	16
Attitude of the students towards teachers in general	3.79	0.87	16

VARIABLE	MEAN	S. D.	RANK
Relationship with your superintendent	3.77	1.08	17
General behavior of the students	3.75	0.96	18
Social relationships at work	3.73	1.01	19
Student interest in school activities	3.68	0.91	20
Amount of privacy	3.67	1.23	22
Teaching different grade levels	3.67	1.08	22
Number of different subjects you teach	3.67	1.10	22
Availability of qualified substitute teachers	3.65	1.29	24
Prospect of classroom teaching as a life long career	3.64	1.19	25
Physical conditions of your classroom	3.61	1.15	26
Parental support for your teaching decisions	3.60	1.04	27
Expectations for you to participate in community	3.59	0.84	28
Cost of housing	3.56	1.05	29.5
Physical conditions of your school	3.56	1.17	29.5
Attitude of the students toward learning	3.55	1.00	31
Availability of parents for consultation	3.52	1.13	32
Social relationship in the community	3.45	0.98	34
Your community involvement	3.45	0.94	34

VARIABLE	MEAN	S. D.	RANK
Availability/quality of housing	3.45	1.27	34
Provisions for the use of personal days	3.38	1.04	36.5
Quality/number of textbooks	3.38	1.13	36.5
Level of student achievement	3.35	0.93	38
Ability level of students	3.34	0.83	39.5
School-community relations	3.34	1.08	39.5
Availability of community library	3.33	1.38	41
Community support of school athletics	3.31	1.12	42
Recognition by others of your work	3.29	1.07	43.5
Relationship with your school board	3.29	1.15	43.5
Financial assitance for P.D. conventions	3.26	1.16	45
Availability of immediate family	3.18	1.48	47
Size of the community	3.18	1.13	47
Amount of "politics" at your school	3.18	1.23	47
Status of teachers in the community	3.17	1.07	49
Opportunity for intellectual stimulation	3.11	1.06	50.5
Availability of useful inservice	3.11	1.09	50.5
Promotion possibilities	3.08	1.18	52
Field trip opportunities	3.04	1.29	53
Level of student responsibility for their work	3.02	0.99	54

VARIABLE	MEAN	S. D.	RANK
Geographic location of the community	3.01	1.21	55
Number of hours of non-teaching duties per week	3.00	1.16	56.5
Number of non-teaching duties you perform	3.00	1.19	56.5
Attitude of society toward the school	2.97	1.12	58.5
Availability of teaching resources	2.90	1.23	60
Availability of diagnostic services for students	2.88	1.17	61
Opportunities for further formal studies	2.86	1.17	62
Academic standards of the community	2.85	1.00	65
Job security	2.83	1.26	64
Availability of recreational facilities	2.76	1.08	66
Availability of library resources	2.76	1.21	66
Amount of preparation time	2.76	1.35	66
Quality of resources in school library	2.65	1.12	68
Availability of cultural opportunities	2.56	1.02	69
Distance to shopping	2.54	0.96	70
Distance to university	2.14	1.01	71

Appendix F

Responses to Section B Variables

Responses to Instructional Variables

VARIABLE	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Number of different subjects you teach	4.0	4.0	9.0	9.1	31.0	31.3	27.0	27.3	28.0	28.3	99	100
Amount of preparation time	22.0	22.0	25.0	25.0	22.0	22.0	17.0	17.0	14.0	14.0	100	100
Availability of teaching resources	15.0	15.2	23.0	23.2	30.0	30.3	19.0	19.2	12.0	12.1	99	100
Availability of library resources	18.0	18.4	23.0	23.5	31.0	31.6	17.0	17.3	9.0	9.2	98	100
Your assignment to teach a particular grade level	2.0	2.0	8.0	8.2	22.0	22.4	35.0	35.7	31.0	31.6	98	100
Your assignment to teach particular subject areas	1.0	1.0	8.0	8.2	22.0	22.4	37.0	37.8	30.0	30.6	98	100
Freedom to select your teaching methods	-	-	4.0	4.0	9.0	9.0	31.0	31.0	56.0	56.0	100	100
Teaching different grade levels	3.0	3.1	10.0	10.3	29.0	29.9	29.0	29.9	26.0	26.8	97	100
Quality of resources in school library	16.0	16.3	30.0	30.6	30.0	30.6	16.0	16.3	6.0	6.1	98	100
Quality/availability of audio-visual equipment	16.0	16.8	18.0	18.9	25.0	26.3	25.0	26.3	11.0	10.6	95	100

Responses to Instructional Varioables

VARIABLE	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Physical conditions of your classroom	5.0	5.0	14.0	14.0	21.0	21.0	35.0	35.0	25.0	25.0	100	100
Physical conditions of your school	6.0	6.0	12.0	12.0	27.0	27.0	30.0	30.0	25.0	25.0	100	100
Availability of diagnostic services for students	15.0	15.0	22.0	22.0	30.0	30.0	26.0	26.0	7.0	7.0	100	100
Your knowledge of the subject matter you teach	1.0	1.0	17.0	17.0	1.0	1.0	45.0	45.0	36.0	26.0	100	100
Average class size you teach	2.0	2.0	3.0	3.0	21.0	21.0	26.0	26.0	48.0	48.0	100	100
Availability of quality substitute teachers	9.0	9.0	12.0	12.0	18.0	18.0	28.0	28.0	33.0	33.0	100	100
Quality/number of textbooks	5.0	5.1	20.0	20.4	21.0	21.4	37.0	37.8	15.0	15.3	98	100
Field trip opportunities	15.0	15.2	17.0	17.2	33.0	33.3	17.0	17.2	17.0	17.2	99	100

Responses to Professional Variables

VARIABLE	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Availability of useful inservice	8.0	8.0	20.0	20.0	35.0	35.0	27.0	27.0	10.0	10.0	100	100
Opportunities for further formal studies	15.0	15.6	20.0	20.8	31.0	32.3	23.0	24.0	7.0	7.3	96	100
Financial assistance for P.D. conventions	10.0	10.1	14.0	14.1	27.0	27.3	36.0	36.4	12.0	12.1	99	100
Prospect of classroom teaching as a life long career	9.0	9.2	5.0	5.1	23.0	23.5	36.0	36.7	25.0	25.5	98	100
Promotion possibilities	12.0	12.0	18.0	18.0	31.0	31.0	28.0	28.0	11.0	11.0	100	100
Job security	20.0	20.2	19.0	19.2	27.0	27.3	24.0	24.2	9.0	9.1	99	100
Amount of "politics" at your school	9.0	9.2	21.0	21.4	29.0	29.6	21.0	21.4	18.0	18.4	98	100
Salary you receive	-	-	1.0	1.0	31.0	31.0	45.0	45.0	23.0	23.0	100	100
Number of non-teaching duties you perform	11.0	11.0	20.0	20.0	37.0	37.0	22.0	22.0	10.0	10.0	100	100
Number of hours of non-teaching duties per week	13.0	13.0	17.0	17.0	38.0	38.0	21.0	21.0	11.0	11.0	100	100
Provisions for the use of personal days	5.0	5.1	12.0	12.1	36.0	36.4	32.0	32.3	14.0	14.1	99	100

Responses to Community Variables

VARIABLE	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Availability/quality of housing	7.0	7.9	18.0	18.0	19.0	21.3	24.0	27.0	23.0	25.8	89	100
Cost of housing	3.0	3.4	10.0	11.2	29.0	32.6	28.0	31.5	19.0	21.3	89	100
Parentall support for your teaching decisions	6.0	6.1	7.0	7.1	24.0	24.5	45.0	45.9	16.0	16.3	98	100
Availability of parents for consultation	8.0	8.2	7.0	7.1	28.0	28.6	36.0	36.7	19.0	19.4	98	100
Status of teachers in the community	8.0	8.2	18.0	18.4	27.0	27.6	39.0	39.8	6.0	6.1	98	100
Attitude of society toward the school	9.0	9.3	28.0	28.8	26.0	26.8	26.0	26.8	8.0	8.2	97	100
Academic standards of the community	7.0	7.1	30.0	30.6	38.0	38.8	17.0	17.3	6.0	6.1	98	100
Distance to university	31.0	32.6	30.0	31.6	25.0	26.3	8.0	8.4	1.0	1.1	95	100
Availability of cultural opportunities	17.0	17.9	26.0	27.4	36.0	37.9	14.0	14.7	2.0	2.1	95	100

Responses to Community Variables

VARIABLE	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Availability of recreational facilities	13.0	13.5	26.0	27.1	33.0	34.4	19.0	19.8	5.0	5.2	96	100
Distance to shopping	16.0	16.5	29.0	29.9	36.0	37.1	16.0	16.5	-	-	97	100
Size of the community	6.0	6.3	21.0	21.8	34.0	35.4	20.0	20.8	15.0	15.6	96	100
Geographic location of the community	12.0	12.4	22.0	22.7	28.0	28.9	23.0	23.7	12.0	12.4	97	100
Your community involvement	3.0	3.1	11.0	11.5	32.0	33.3	40.0	41.7	10.0	10.4	96	100
Community support of school athletics	6.0	6.4	14.0	14.9	35.0	37.2	23.0	24.5	16.0	17.0	94	100
Availability of community library	14.0	14.7	13.0	13.7	20.0	21.1	24.0	25.3	24.0	25.3	95	100
School-community relations	7.0	7.2	12.0	12.4	31.0	32.0	35.0	36.1	12.0	12.4	97	100

Responses to Administrative Variables

VARIABLE	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Relationship with your principal	4.0	4.5	5.0	5.7	13.0	14.8	16.0	18.2	50.0	56.8	88	100
Relationship with your superintendent	3.0	3.0	9.0	9.1	26.0	26.3	31.0	31.3	30.0	30.3	99	100
Relationship with your school board	8.0	8.1	15.0	15.2	33.0	33.3	27.0	27.3	16.0	16.2	99	100
Principal's expectations for you as a teacher	2.0	2.3	2.0	2.3	13.0	15.2	27.0	31.4	42.0	48.2	86	100
Expectations for you to participate in community	2.0	2.2	3.0	3.2	38.0	40.9	38.0	40.9	12.0	12.9	93	100
Teacher participation in school decision-making	1.0	1.0	3.0	3.1	19.0	19.8	40.0	41.7	33.0	34.4	96	100
Accessibility of the principal	3.0	3.4	3.0	3.4	11.0	12.6	18.0	20.7	52.0	59.8	87	100
Support of the principal for classroom management decisions	5.0	5.7	2.0	2.3	12.0	13.8	17.0	19.5	51.0	58.6	87	100
Principal's methods for teacher evaluation	3.0	3.0	3.0	3.0	17.0	19.8	22.0	25.6	41.0	47.7	86	100

Responses to Student Variables

VARIABLE	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Your relationship with the students	-	-	1.0	1.0	8.0	8.0	47.0	47.0	44.0	44.0	100	100
Attitude of the students toward learning	2.0	2.0	15.0	15.0	25.0	25.0	42.0	42.0	16.0	16.0	100	100
General behavior of the students	1.0	1.0	12.0	12.0	19.0	19.0	47.0	47.0	21.0	21.0	100	100
Level of student achievement	3.0	3.0	15.0	15.0	33.0	33.0	42.0	42.0	7.0	7.0	100	100
Attitude of the students towards teachers in general	-	-	8.0	8.0	27.0	27.0	44.0	44.0	21.0	21.0	100	100
Student interest in school activities	-	-	9.0	9.0	35.0	35.0	35.0	35.0	21.0	21.0	100	100
Student interest in school activities	-	-	9.0	9.0	35.0	35.0	35.0	35.0	21.0	21.0	100	100
Level of student responsibility for their work	6.0	6.0	25.0	25.0	36.0	36.0	28.0	28.0	5.0	5.0	100	100
Ability level of students	3.0	3.0	11.0	11.0	40.0	40.0	42.0	42.0	4.0	4.0	100	100

Responses to Personal Variables

VARIABLE	1		2		3		4		5		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Sense of achievement as an educator	-	-	6.0	6.1	24.0	24.2	48.0	48.5	21.0	21.2	99	100
Recognition by others of your work	7.0	7.1	14.0	14.3	32.0	32.6	34.0	34.7	11.0	11.2	98	100
Social relationships at work	4.0	4.1	7.0	7.1	21.0	21.4	45.0	45.9	21.0	21.4	98	100
Social relationships in the community	3.0	3.1	12.0	12.2	35.0	35.7	34.0	34.7	14.0	14.3	98	100
Opportunity for intellectual stimulation	8.0	8.2	16.0	16.3	41.0	41.8	23.0	23.5	10.0	10.2	98	100
Living in a rural community	2.0	2.1	3.0	3.2	17.0	18.1	27.0	28.7	45.0	47.9	94	100
Amount of privacy	6.0	6.2	13.0	13.4	19.0	19.6	28.0	28.9	31.0	32.0	97	100
Availability of immediate family	18.0	18.4	19.0	19.4	14.0	14.3	21.0	21.4	26.0	26.5	98	100